HOLT

Fifth Course

Elements of LITERATURE

Unit 3 Resources

Includes Collections

6 Up from Slavery

7 The Ravages of War

8 Whitman and Dickinson—American Masters

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Elements of Literature
Fifth Course

Unit 3 Resources

A House Divided:
The Civil War Era and Its Aftermath
1850–1890

HOLT, RINEHART AND WINSTON
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To the Teacher

The Collection Resources consist of the following practice and assessment resources for the Student Edition of ***Elements of Literature***:

- Historical Introduction Study Guide
- Collection Diagnostic Test
- Collection Literary Focus Skill Builder
- Collection Reading Focus Skill Builder
- Selection Reading Focus Graphic Organizers
- Vocabulary Development Skill Builders
- Selection Tests
- Collection Summative Tests
- Unit Vocabulary Review
- Unit Summative Test

In the Table of Contents for this book, the Literary Response and Analysis heading introduces single literary selections. Grouped selections are introduced with headings that indicate the theme or focus of the grouping.

Each skill builder and graphic organizer is designed to help you assess your students' progress in mastering the concepts and information in the textbook. You will be able to determine which students need additional assistance and which ones are progressing satisfactorily.

The **Historical Introduction Study Guide** provides questions or a graphic organizer to help students organize and master the information covered in the Historical Introduction to the Unit and in the Link to Today.

The **Diagnostic Test** assesses the students' knowledge of literary terms and concepts and the reading skills or strategies that will be covered in the Collection. The test provides data that you can use to determine what skills and concepts you need to stress with the class as a whole, as well as the strengths and weaknesses of individual students.

The **Literary Focus Skill Builder** provides practice on the literary skills introduced in the Literary Focus essay.

The **Reading Focus Skill Builder** provides practice on two of the reading skills and/or strategies introduced in the Reading Focus Essay.

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The **Selection Reading Focus Graphic Organizers** are enlarged versions of the charts or graphs introduced in the Preparing to Read for the selections in the Student Edition. Each chart or graph that appears on a Preparing to Read page is also used for a follow-up activity after the students have read the selection. The Selection Reading Focus Graphic Organizers can be distributed to students before they read a selection so that they can use the graphic organizer before, during, and after the reading.

The **Vocabulary Development Skill Builders** include three types of activities for the selection vocabulary words. The first activity is semantic mapping; the second activity explores more subtle distinctions of meaning; and the third activity uses vocabulary in a context that differs from the selection context. By using the words in these three ways, students develop greater understanding of each word and are likely to retain their knowledge of each word.

The **Selection Tests** cover comprehension, vocabulary development and skills, literary skills, and reading skills for each selection in the Collection. The tests also include a constructed response or timed writing activity.

The **Collection Summative Tests** cover comprehension, vocabulary development and skills, literary skills, and reading skills for the Collection. The tests also include a constructed response or timed writing activity.

The **Unit Vocabulary Review** covers the academic and literary vocabulary for the Unit, the selection vocabulary drawn from the Minimum Course of Study, and the vocabulary skills taught in the Unit. The selections in the Minimum Course of Study are the selections that must be taught in order to cover all essential skills and standards.

Unit Summative Test covers the Unit as a whole. This test uses a new selection to test students' ability to apply their understanding of the skills taught in the Unit to a new piece of literature or informational text.

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A House Divided: The Civil War Era and Its Aftermath 1850–1890

Use a separate sheet of paper if you need more space for your answers.

1. What was the major cause of the Civil War?

2. Name two differences between the North and the South at the start of the Civil War.

3. Name two reasons why Southerners wanted to preserve the institution of slavery.

4. Name two people who wrote firsthand accounts about the horrors and injustice of slavery.

5. Why did the Civil War produce few works of literary significance?

6. What famous American writer worked as a camp hospital volunteer during the war?

7. How were the North and the South changed by the Civil War?

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8. Which Amendment to the U.S. Constitution granted African American men the right to vote?

9. What are two characteristics of the realistic novel?

10. What great novel of the Civil War captured the sensations of an individual in battle conditions?

11. Why did Leonard Pitts take his two teenage sons to the site of the most famous demonstration of the civil rights movement, as he described in his essay, "A Lesson Learned on the Road"?

12. Explain what you think Pitts means by "That yesterday imposes today and shapes tomorrow."

13. Describe how the Civil War may have "imposed" upon the Civil Rights era and how the Civil Rights era may have "imposed" upon the present time.

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Name _____ Class _____ Date _____

Unit 3: Collection 6

Collection Diagnostic Test

Circle the letter of the best answer to each of the following items. *(100 points; 10 points each)*

1. Abolitionists used **slave narratives** to—
   A) teach others about the Underground Railroad
   B) help slave owners track runaway slaves
   C) persuade others that slavery should be ended
   D) raise money to fund the Underground Railroad

2. **Slave narratives** were one way in which slaves—
   A) started a call and response with other slaves
   B) could share their experiences
   C) earned money to purchase their freedom
   D) retaliated against slave owners

3. Where were many **slave narratives** published?
   A) In grade school primers
   B) In congressional reports
   C) In abolitionists' newspapers
   D) In slaveholders' newspapers

4. Women's slave narratives were different from narratives written by males in that the women's narratives—
   A) provided insight into the lives of the mothers left in Africa
   B) explored their struggle to preserve their self-respect as women
   C) gave readers insight into the slave master's household
   D) shared what it was like to be prevented from marrying

5. Frederick Douglass's slave narratives were important because of his—
   A) use of vivid details to build suspense
   B) perspective of the rights of slave owners
   C) experiences during the Civil War
   D) helping of others to understand African Americans

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6. Which of the following writers is known for contributions to the slave narrative form?
   A) Toni Morrison
   B) Harriet A. Jacobs
   C) Mary Shelley
   D) Susan B. Anthony

7. Which of the following elements is often a characteristic of a **slave narrative**?
   A) Humorous accounts of life on a plantation
   B) Detailed memories of life under oppression
   C) Recounted stories of life in Africa
   D) Stories of life after the Civil War

8. The bulk of **slave narratives** were written—
   A) prior to the Civil War
   B) at the beginning of the Civil War
   C) after the Civil War
   D) during the Civil War

9. **Slave narratives** were one way in which free Americans came to learn about—
   A) the importance of free labor
   B) the need to prevent slaves from becoming literate
   C) the importance of pursuing fugitive slaves
   D) the inhumanity of the institution of slavery

10. Which of the following twentieth-century authors may have been inspired by the African American **slave narrative** movement?
    A) Mark Twain
    B) Ian Fleming
    C) Richard Wright
    D) Jack London

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Name _____ Class _____ Date _____

Unit 3: Collection 6

Literary Focus

SKILL BUILDER

LITERARY ELEMENTS Match each of the literary elements on the left to the phrase on the right that best describes it.

_____ 1. refrain
_____ 2. slave narrative
_____ 3. diction
_____ 4. call and response
_____ 5. dialect
_____ 6. style

A) a first-hand account written or orally recounted by a former slave
B) pattern of exchange between a singer or storyteller and an audience
C) the distinctive way a writer uses language
D) local variations of spoken words
E) a word, phrase, line, or group of lines that is repeated for effect
F) a writer's or speaker's choice of words

RHETORICAL DEVICES Match each of the rhetorical devices on the left to the phrase on the right that best describes it.

_____ 7. allusion
_____ 8. parallelism
_____ 9. personal account
_____ 10. rhetorical question
_____ 11. repetition
_____ 12. counter-argument

A) the recurrence of particular words, sounds, or ideas
B) a question that is asked for effect and that does not actually require an answer
C) an argument that anticipates and addresses the audience's objections and concerns
D) a repetition of similar grammatical structures
E) a reference to a person, place, or event from history or literature
F) examples of experiences that support the speaker's points

SLAVE NARRATIVES Write *T* or *F* next to each statement about slave narratives to indicate whether it is true or false.

_____ 13. Slave narratives were second-hand accounts told by abolitionists.

_____ 14. Most slave narratives were published in anti-slavery newspapers and journals during the Civil War.

_____ 15. Slave narratives were the beginning of an African American literary movement in the United States.

_____ 16. Women were not encouraged to write of their experiences as slaves.

_____ 17. Slave narratives were fictional works, often written by non-slaves.

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Activity 1: Slave Narratives

Answer each question in the space provided.

1. What are slave narratives?

_____

_____

2. What purpose(s) would someone have to write a slave narrative?

_____

_____

3. How did slave narratives affect the way that others viewed slavery?

_____

_____

4. Why was the abolitionist movement interested in publishing slave narratives?

_____

_____

5. What effect, if any, did slave narratives have on the literary world?

_____

_____

Activity 2: Author's Purpose

Write *T* or *F* next to each statement about author's purpose to indicate whether it is true or false.

_____ 6. Authors seldom write from personal experience.

_____ 7. Frederick Douglass's primary purpose in writing his slave narrative was to inform his readers about the inhumane conditions of slavery.

_____ 8. The vivid details in Douglass's account help the reader to understand the dehumanizing effects of slavery.

_____ 9. Douglass wanted to warn other slaves against fighting back.

_____ 10. Douglass hoped to persuade his readers to fight for change.

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from Narrative of the Life of Frederick Douglass

Frederick Douglass

ANALYZING AUTHOR'S PURPOSE **As you read the excerpt from *Narrative of the Life of Frederick Douglass*, record passages that are especially effective in helping Douglass persuade readers that slavery is dehumanizing. In the first column of the chart below, record each passage and note where it appears. In the second column, explain why each passage is persuasive.**

Passage	Why It's Persuasive	The Role of Diction

AFTER YOU READ **In the third column, analyze how diction adds power to each passage.**

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Name _____ Class _____ Date _____

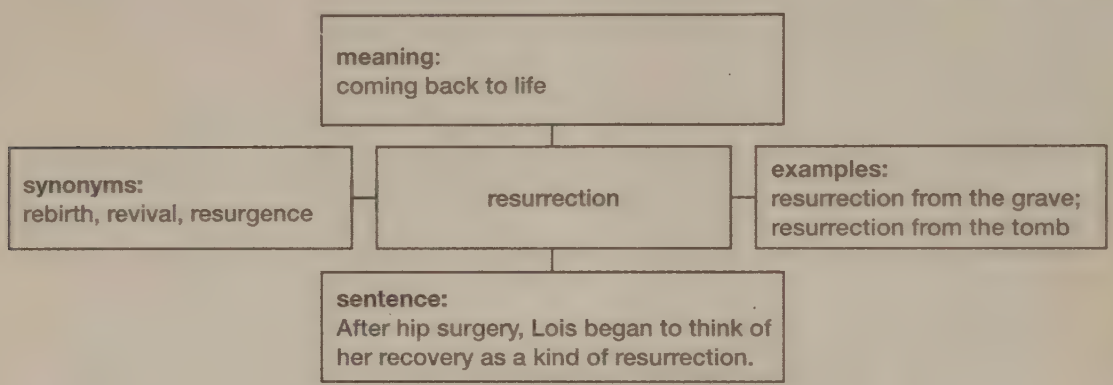
from Narrative of the Life of Frederick Douglass

Frederick Douglass

Activity 1: Semantic Mapping

Creating a semantic map can help you represent different types of word knowledge in graphic form. Based on the example, create a semantic map for each of the vocabulary words from the excerpt from *Narrative of the Life of Frederick Douglass* on your own paper: *epoch, comply, subjected, interpose, gratification.*

Example



Activity 2: Exploring Deeper Meanings

Choose the statement that provides an accurate example of the meaning of each vocabulary word.

1. epoch
   A) Taking the new job marked the beginning of a new passage in Pam's life.
   B) Taking the new job was a routine decision for Pam, who made a point of not getting too attached to her co-workers and bosses.

2. interpose
   A) To protect the young child, Hank stood between her and the growling dog.
   B) With the child's safety in mind, Hank explained why she must not taunt the dog.

3. gratification
   A) Sally felt deep pleasure when she learned that she had passed the exam.
   B) Sally began to jump up and down and scream when she learned that she had passed the exam.

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4. subjected

   A) Women have been paid on a par with men for many years.

   B) Women have been the victims of employment discrimination for many years.

5. comply

   A) Penny had no recourse but to consider the chairwoman's ruling on the point of order.

   B) Penny had no recourse but to abide by the chairwoman's ruling on the point of order.

Activity 3: Changing Contexts

Each vocabulary word from the excerpt from *Narrative of the Life of Frederick Douglass* is used at least once in the following paragraph. Fill in each word where it best fits the context. Words may be used more than once.

Example There was **gratification** in knowing that she was capable of planning an event like the yearly Spring Dance.

comply epoch subjected interpose gratification

Realizing that time was running out, Sean (6) _____ himself to a rigorous training schedule. Sean could think of little else that brought him as much (7) _____ as swimming did. He would not allow his older brother to (8) _____ his advice; his brother had never been as good a swimmer as he was. This period of training and racing would be the key (9) _____ of his high school swim career. Now, if he could only get his body to (10) _____ with his desires, he was certain to win first place.

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Name _____ Class _____ Date _____

from Narrative of the Life of Frederick Douglass

Frederick Douglass

COMPREHENSION Circle the letter of the best answer to each of the following items. *(25 points; 5 points each)*

1. Why does Douglass return to his master?
   A) He tells his master that he wants a different home.
   B) He asks his master to set him free.
   C) He wants to make Mr. Covey more angry.
   D) He wants to prove that he can run away if he wants to.

2. Why does Douglass finally strike back at Mr. Covey?
   A) He hopes to earn Mr. Covey's respect.
   B) He wants Mr. Covey to feel what it is like to be beaten.
   C) He wants the beatings to stop.
   D) The magic root he is carrying has given him extra strength.

3. What did Douglass mean when he wrote "you shall see how a slave became a man"?
   A) He was referring to how he matched wits with Mr. Covey.
   B) He was explaining how he was freed from slavery.
   C) He was referring to his eighteenth birthday and reaching adulthood.
   D) He was referring to the moment he found his courage and strength.

4. How was Douglass affected by this experience with Mr. Covey?
   A) He no longer had to work in the fields.
   B) He was placed in charge of the other slaves.
   C) He regained his determination to be free.
   D) He learned how to deal with slave owners.

5. Why did Douglass's owner ignore his complaints and send him back to Mr. Covey?
   A) He no longer owned Douglass.
   B) Slave owners did not believe that a slave could feel pain.
   C) He would lose a year's wages if he took Douglass back.
   D) He did not want to be responsible for tending to Douglass's injuries.

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VOCABULARY DEVELOPMENT Match the definition on the right with the vocabulary word on the left. *(15 points; 3 points each)*

_____ 6. comply

_____ 7. interpose

_____ 8. gratification

_____ 9. subjected

_____ 10. epoch

A) noteworthy period of time

B) obey; agree to a request or command

C) made to experience some action or treatment

D) put forth in order to interfere

E) satisfaction; delight

VOCABULARY SKILL Circle the context clues in each of the following sentences that provide hints as to the meaning of each underlined word. *(10 points; 2 points each)*

11. During this period of time, this epoch in my life, I learned how to handle fear.

12. This feeling of gratification left me happy to be able to assist in any way I could.

13. Although I was subjected to attend the meeting, by the end I no longer felt forced to stay.

14. Peter begged his teacher to interpose her authority to stop the bully from taunting him.

15. To comply with his father's request, Peter agreed to walk his sister home.

LITERARY FOCUS Circle the letter of the best answer to each of the following items. *(20 points; 5 points each)*

16. Which of the following sentences contains an example of a **metaphor**?
    A) "who has himself repelled by force the bloody arm of slavery"
    B) "my career as a slave"
    C) "He trembled like a leaf."
    D) "I suppose I looked like a man who had escaped a den of wild beasts"

17. How does word choice support the purpose of Douglass's writing?
    A) His clear, precise use of words creates a serious tone.
    B) His choice of words helps to create a humorous tone.
    C) His use of ornate words helps to create a formal tone.
    D) His use of everyday terms helps to create an informal tone.

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18. Which of the following is the best example of Douglass's use of **diction** to appeal to his audience's compassion?
    A) "On hearing the fan stop, he left immediately, and came to the spot where we were."
    B) "I was carrying wheat to the fan."
    C) "I told him as well as I could, for I scarce had strength to speak."
    D) "I made no effort to comply, having now made up my mind to let him do his worst."

19. How does Douglass use vivid details to support the purpose of his writing?
    A) The details create a feeling of suspense.
    B) The details help readers visualize the brutality of the situation.
    C) The details reveal how Douglass feels about his slave owner.
    D) The details help to create a vivid image of the farm where Douglass is working.

READING FOCUS Circle the letter of the best answer to each of the following items. *(10 points; 5 points each)*

20. What was Douglass's **main purpose** in writing this narrative?
    A) To show how slaves were treated
    B) To influence other slaves to resist violent treatment
    C) To convince slave owners to treat their slaves with respect
    D) To expose the cruelty of Mr. Covey

21. Which of the following sentences contains an example of persuasive writing?
    A) "I remained all night, and according to his orders, I started off to Covey's in the morning."
    B) "In this state, I appeared before my master, humbly entreating him to interpose his authority for my protection."
    C) "I spent that day mostly in the woods, having the alternative before me—to go home and be whipped to death, or stay in the woods and be starved to death."
    D) "He trembled like a leaf."

CONSTRUCTED RESPONSE *(20 points)*

22. How does Douglass's narrative help you to understand that slavery was dehumanizing? Use examples from the piece to support your answer. Respond on a separate sheet of paper.

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Name _____ Class _____ Date _____

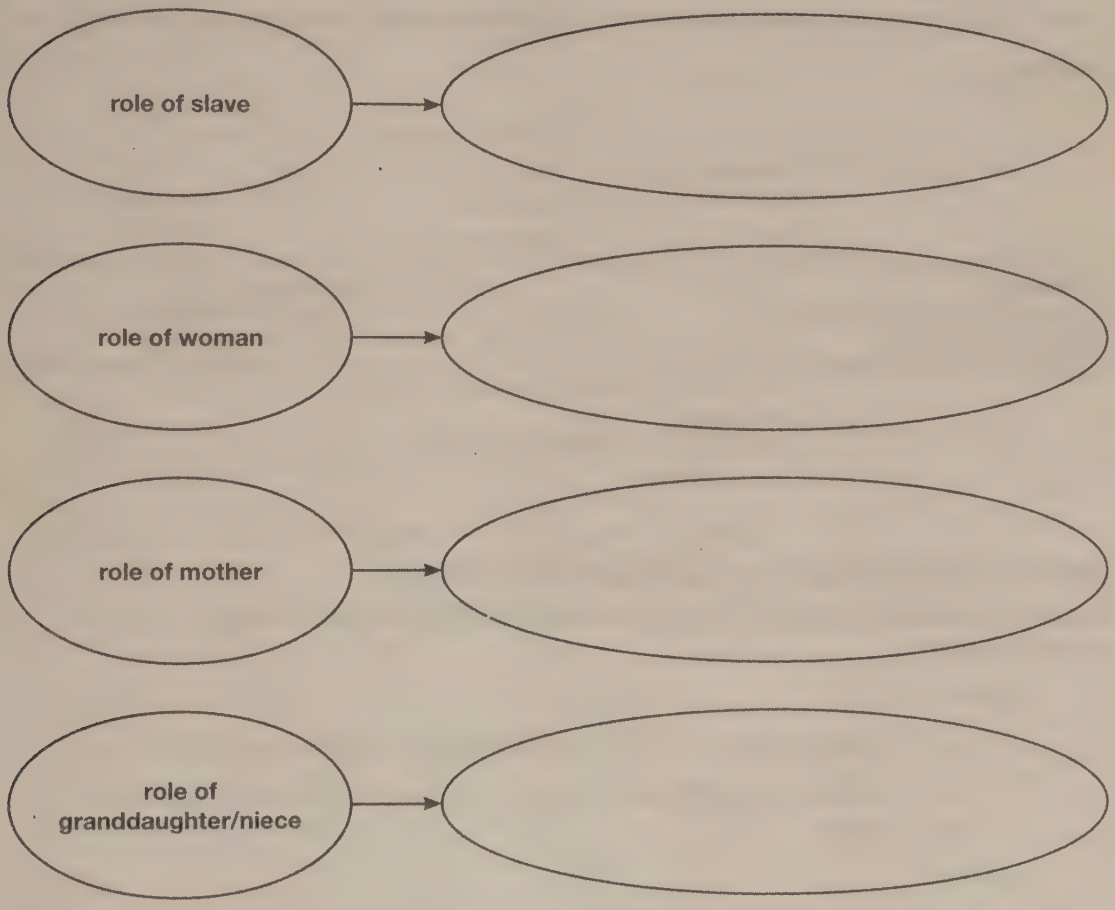
Selection Reading Focus

GRAPHIC ORGANIZER

from Incidents in the Life of a Slave Girl

Harriet A. Jacobs

ANALYZING AN AUTHOR'S PERSPECTIVE **As you read the excerpt from *Incidents in the Life of a Slave Girl,* use the graphic organizer below to record language that shows Jacobs in each of her different roles as a slave, woman, mother, and granddaughter/niece.**



AFTER YOU READ **Review the details listed in your chart. Using one or two complete sentences, explain how Jacobs's use of language helps the reader understand her perspective.**

_____

_____

_____

_____

_____

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Name _____ Class _____ Date _____

Unit 3: Collection 6
Vocabulary Development SKILL BUILDER

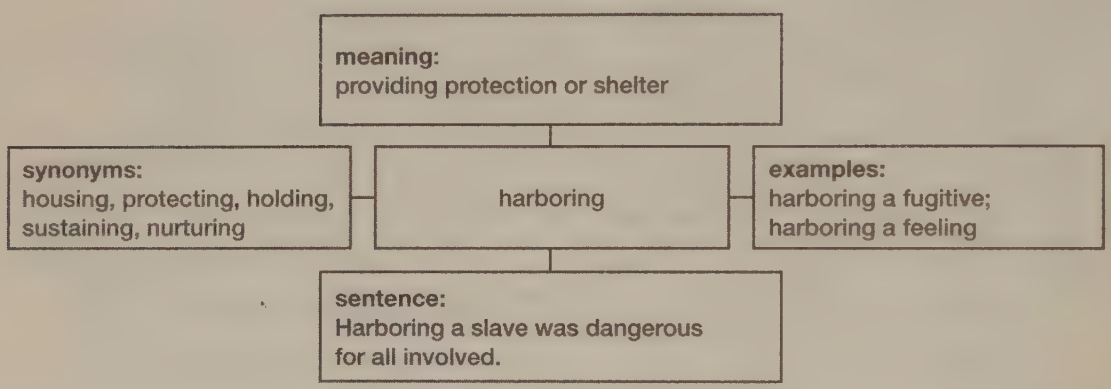
from Incidents in the Life of a Slave Girl

Harriet A. Jacobs

Activity 1: Semantic Mapping

Creating a semantic map can help you represent different types of word knowledge in graphic form. Based on the example, create a semantic map for each of the vocabulary words from the excerpt from *Incidents in the Life of a Slave Girl* on your own paper: *malice, fervently, provocation, cunning, compelled.*

Example



Activity 2: Exploring Deeper Meanings

Choose the statement that provides an accurate example of the meaning of each vocabulary word.

1. cunning
   A) Only a competent artist could have disguised the mark so skillfully.
   B) Only a clever artist would have attempted to disguise the mark in such an ingenious way.
2. fervently
   A) Charlie voted in favor of the school-night curfew.
   B) Charlie felt strongly that a school-night curfew was needed.
3. malice
   A) Harry felt disdain for them, but didn't let his feelings affect his behavior either way.
   B) Harry was so angry with them that he treated them brutally.
4. compelled
   A) The group was forced to rethink its escape route when the first route was blocked.
   B) The group came up with another escape route for an added degree of safety.

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5. provocation

   A) Whitney's reaction was surprising, even to herself.

   B) Whitney had every reason to react the way she did.

Activity 3: Changing Contexts

Each vocabulary word from the excerpt from *Incidents in the Life of a Slave Girl* is used at least once in the following sentences. Fill in each word where it best fits the context.

Example Jenny **fervently** denied her feelings for the new student in class.

compelled malice provocation fervently cunning

6. Theo felt _____ to protect his younger brother from the schoolyard bully.

7. It is one thing to _____ deny an accusation, quite another to become the accuser.

8. Without warning or _____, the child began to cry loudly.

9. Patricia was _____; the people around her did not even realize they were being manipulated.

10. The detective put the handcuffs on the criminal without _____; it was simply his job.

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Name _____ Class _____ Date _____

from Incidents in the Life of a Slave Girl

Harriet A. Jacobs

COMPREHENSION Circle the letter of the best answer to each of the following items. *(40 points; 5 points each)*

1. Why does Linda choose to run away after she is moved out of the servants' quarters to a room in the Flint house?
   A) She does not like sleeping apart from her children.
   B) She is no longer allowed to visit her children.
   C) She is afraid that her children will be put to work on the plantation.
   D) She is afraid that her children will be sold to new owners.

2. What does Linda hope to accomplish by running away from the Flints?
   A) She hopes to find a job and earn enough money to buy her children's freedom.
   B) She hopes to join her children's father in the North.
   C) She wants to raise awareness to the inhumane treatment she received.
   D) She wants to save herself and her children from slavery.

3. Why does Linda avoid seeing her grandmother after leaving the Flint house?
   A) Her grandmother would not approve of Linda's decision.
   B) Her grandmother would report Linda to the authorities.
   C) Her grandmother would beg Linda to take the children.
   D) Her grandmother would try to run away with Linda.

4. Why does Linda choose not to return to the Flints when she learns of her grandmother's plan to buy Linda's freedom?
   A) Linda does not want her grandmother to spend the money.
   B) Linda does not believe that Mr. Flint will sell her to her grandmother.
   C) Linda does not believe the story about her grandmother trying to buy her freedom.
   D) Linda does not want to be in debt to her grandmother.

5. What does Mr. Flint do to force Linda's family members to reveal her whereabouts?
   A) He uses her children against her.
   B) He hires investigators to track her flight.
   C) He posts notices warning that Linda is armed and dangerous.
   D) He puts her children and other family members in jail.

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6. Why does a local slaveholder's wife harbor Linda in a storeroom?
   A) Linda had worked for her in the past.
   B) The woman does not support slavery.
   C) The woman is angry with her husband.
   D) The woman hopes to run away with Linda.

7. Why is Linda's **dialect** different than her friend, Sally's?
   A) Linda's father was a white slave owner.
   B) Linda knows how to read and write.
   C) Linda's friend has only recently arrived in town.
   D) Linda's friend is from the North.

8. Why do her friends and family advise Linda to stay hidden?
   A) They want to further anger Mr. Flint.
   B) They fear that she will be killed on sight.
   C) They do not want to be punished for assisting Linda.
   D) They want her to help each of them escape.

VOCABULARY DEVELOPMENT Match the definition on the right with the vocabulary word on the left. *(10 points; 2 points each)*

_____ 9. fervently
_____ 10. provocation
_____ 11. compelled
_____ 12. malice
_____ 13. cunning

A) driven; forced
B) something that stirs up action or feeling
C) ill will; desire to harm
D) sly or crafty
E) with intense feeling

LITERARY FOCUS Circle the letter of the best answer to each of the following items. *(20 points; 5 points each)*

14. Jacobs uses **dialect** for Linda's friend Sally to help readers—
   A) connect with the characters and the setting of the story
   B) understand what the other characters are saying
   C) empathize with the slaveholders' situation
   D) learn to speak a different way

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15. Jacobs's precise images allow readers—
    A) to clearly visualize Dr. Flint
    B) to sympathize with Dr. Flint
    C) to remain detached from her situation
    D) to imagine themselves in her situation

16. What type of **internal conflict** do you think Linda struggled with?
    A) Jealousy
    B) Homesickness
    C) Guilt
    D) Ambition

17. How does the author create suspenseful narration in the selection?
    A) The reader is made aware of the thoughts of all the characters.
    B) The reader is made aware of Linda's internal thoughts.
    C) The author uses a lot of exclamation statements.
    D) The author hints at Linda's different hiding places.

READING FOCUS Circle the letter of the best answer to each of the following items. *(10 points; 5 points each)*

18. What is the most obvious influence on Jacobs's **perspective**?
    A) Her grandmother
    B) Her children
    C) Her children's father
    D) Slavery

19. Why does Linda feel satisfaction at watching Mr. Flint without his knowing?
    A) She enjoys feeling smarter than her owner.
    B) She is planning to do something to Mr. Flint.
    C) She enjoys the feeling of being free.
    D) She is aware that her time is limited.

CONSTRUCTED RESPONSE *(20 points)*

20. On a separate sheet of paper, explain what internal and external conflicts Jacobs must overcome. Include examples from the story.

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Name _____ Class _____ Date _____

Go Down, Moses
Swing Low, Sweet Chariot
Follow the Drinking Gourd

DETERMINING PURPOSE **As you read the spirituals, use the chart below to take notes about the possible purposes of each song. As you look for details that help you determine purpose, pay particular attention to each song's refrain.**

	Details That Help Me Determine Purpose	Possible Purposes	Overall Purpose
Go Down, Moses			
Swing Low, Sweet Chariot			
Follow the Drinking Gourd			

AFTER YOU READ **Review the possible purposes and details you listed in the chart above and, in the last column, determine the overall purpose of each song. Use a separate piece of paper if necessary.**

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Go Down, Moses
Swing Low, Sweet Chariot
Follow the Drinking Gourd

COMPREHENSION Circle the letter of the best answer to each of the following items. *(50 points; 5 points each)*

1. In the spiritual "Go Down, Moses" who does "Pharaoh" represent?
   A) Africa
   B) A slaveholder
   C) A slave
   D) The South

2. A group of slaves singing "Go Down, Moses" while working in the fields might feel—
   A) anxiety and fear
   B) longing and solidarity
   C) fear and anger
   D) joy and anticipation

3. The refrain "Coming for to carry me home" refers to going—
   A) to the fields
   B) to Africa
   C) north
   D) south

4. Why would a group of slaves sing "Swing Low, Sweet Chariot"?
   A) To release their anger
   B) To express their hope for freedom
   C) To hide a message
   D) To teach others about Africa

5. Why is the phrase a "drinking gourd" repeated?
   A) Because it rhymes with the rest of the song
   B) Because it is important to have a drinking gourd
   C) Because it is part of a set of directions
   D) Because it is a secret password

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6. What broad message does "Go Down, Moses" contain?
   A) That Moses will return
   B) A warning to slaves
   C) A hope to be set free
   D) A warning to slave owners

7. What message does "Follow the Drinking Gourd" contain?
   A) Map of the stars
   B) Directions to follow
   C) Identity of the old man
   D) Date to escape

8. What broad message does "Swing Low, Sweet Chariot" contain?
   A) A hope for freedom
   B) A hope to own a chariot
   C) A wish to see angels
   D) A wish for a home

9. Spirituals were often sung to express—
   A) anger
   B) a longing for freedom
   C) a longing to be married
   D) joy

10. How would a slave have likely learned about Moses?
    A) By reading the Bible
    B) From childhood stories
    C) By word of mouth
    D) By reading the newspaper

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LITERARY FOCUS Circle the letter of the best answer to each of the following items. *(18 points; 6 points each)*

11. What might the chariot in "Swing Low, Sweet Chariot" **symbolize**?
    A) The bonds of slavery
    B) The Ohio River
    C) The River Jordan
    D) The Underground Railroad

12. What message is emphasized with the **refrain** "Let my people go"?
    A) God is angry with slave owners.
    B) Slaves are the chosen people.
    C) Set the slaves free.
    D) Release the slaves in Egypt.

13. Why might any of these spirituals be sung as a **call and response**?
    A) To conceal secret messages
    B) To annoy the slave owner
    C) To help pass the time in the field
    D) To be heard over the noise in the field

READING FOCUS Circle the letter of the best answer to each of the following items. *(12 points; 6 points each)*

14. Why would an enslaved people sing about Israel?
    A) Because Israel is also in Africa
    B) Because they also did not care about their families
    C) Because they were also victims of retribution
    D) Because they were another enslaved people

15. What is the **purpose** of the spiritual "Follow the Drinking Gourd"?
    A) To reveal information about slavery
    B) To conceal a message about the slave owner
    C) To conceal information about the way North
    D) To conceal the identity of the "old man"

FIFTEEN MINUTE TIMED RESPONSE *(20 points)*

16. On a separate sheet of paper, explain the overall purpose of spirituals. Include examples from each of these three spirituals.

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Name _____ Class _____ Date _____

Unit 3: Collection 6

Selection Reading Focus

GRAPHIC ORGANIZER

Ain't I a Woman? Sojourner Truth

ANALYZING RHETORICAL DEVICES **As you read Truth's speech, use the chart below to record examples of the different rhetorical devices that she uses, and note whether these devices appeal to logic or emotion. Continue your chart on your own paper if you need to.**

Rhetorical Devices	Examples from Truth's Speech	Type of Appeal: Logical or Emotional?	Rhetoric

AFTER YOU READ **Review your chart, and in the "Rhetoric" column analyze how the devices she uses help her to achieve her purpose.**

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Ain't I a Woman? Sojourner Truth
at the cemetery, walnut grove plantation, south Carolina, 1989 Lucille Clifton

COMPREHENSION Circle the letter of the best answer to each of the following items. *(50 points; 5 points each)*

1. Who was the original audience of Sojourner Truth's "Ain't I a Woman?" speech?
   A) Slave owners
   B) Women's rights activists
   C) Fellow slaves
   D) The federal government

2. Why does Truth keep asking, "Ain't I a Woman?"
   A) She is emphasizing that she is a former slave, not just a woman.
   B) She is emphasizing that she is a woman, not just a former slave.
   C) She is hoping to win her freedom.
   D) She is hoping someone will answer her.

3. What emotion is Truth trying to invoke when she says, "Nobody ever helps me into carriages, or over mud puddles"?
   A) Sympathy
   B) Helplessness
   C) Joy
   D) Shame

4. How does Truth support her claims of inequality?
   A) She points out how women are treated differently than men.
   B) She points out that women in the North have the right to vote.
   C) She points out that she was a slave.
   D) She points out the wealth of women in the North.

5. How were women viewed by men during this time?
   A) As less intelligent than thought previously
   B) As equally intelligent as men
   C) As less intelligent than men
   D) As less intelligent than slaves

6. What does Truth mean when she says, "Man had nothing to do with Him [Christ]"?
   A) She is emphasizing a point about Christ.
   B) She is emphasizing a point about inequality.
   C) She is emphasizing the importance of women.
   D) She is emphasizing the need for men to bear children.

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7. What is the main idea of "Ain't I a Woman?"
   A) Slavery caused inequality among women.
   B) Women need to be taken care of.
   C) Women should have equal rights with men.
   D) Slavery should be abolished.

8. What is Clifton trying to emphasize by repeating "here lies" followed by "hear" at the end of her poem?
   A) That the countless ignored women should be heard and remembered
   B) That the countless ignored men should be heard and remembered
   C) That the slave owners told lies
   D) That lies were told about how the slaves died

9. How are Truth's speech and Clifton's poem similar?
   A) They are both about slavery.
   B) They are both about dehumanizing slaves.
   C) They are both about ending slavery.
   D) They are both about injustices.

10. What is the focus of Clifton's poem?
    A) A plantation in South Carolina
    B) A slave owner in South Carolina
    C) The anonymity of the women slaves
    D) The men who worked at the plantation

LITERARY FOCUS Circle the letter of the best answer to each of the following items. *(10 points; 5 points each)*

11. Which of the following factors makes "Ain't I a Woman?" an example of **oratory**?
    A) It makes use of rhetorical questions.
    B) It contains accounts of personal experiences.
    C) It is beautifully written.
    D) It was a speech delivered before an audience.

12. Clifton's lines "some of these honored dead / were dark / some of these dark / were slaves / some of these slaves / were women" make use of—
    A) allusion
    B) parallelism
    C) counterargument
    D) oratory

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READING FOCUS Circle the letter of the best answer to each of the following items. *(20 points; 5 points each)*

13. The phrase "Ain't I a Woman?" is itself an example of—
    A) a counterargument
    B) repetition
    C) a rhetorical question
    D) perspective

14. Truth's frequent asking of the question "Ain't I a Woman?" is an example of—
    A) a counterargument
    B) repetition
    C) a rhetorical question
    D) a personal account

15. How does Truth use **counterarguments** to persuade her audience?
    A) She points out that women do not need help getting into carriages.
    B) She points out that her children are sold into slavery.
    C) She points out the hypocrisy of how men treat women.
    D) She points out how it is to be a woman.

16. Why does Truth include a **personal account** in her speech?
    A) To find out who bought her children
    B) To warn others of the dangers in having children
    C) To alienate the mothers in the audience
    D) To prove a point about what it means to be a woman

CONSTRUCTED RESPONSE *(20 points)*

17. On a separate sheet of paper, explain how the use of **rhetorical devices** in each work supports the author's message. Use examples from each piece.

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Name _____ Class _____ Date _____

Unit 3: Collection 6

Collection Summative Test

COMPREHENSION Circle the letter of the best answer to each of the following items. *(25 points; 5 points each)*

1. Which of the following points does Sojourner Truth emphasize in her speech, "Ain't I a Woman?"
   A) Women should not be lifted over ditches.
   B) Slaves should be set free.
   C) Women should be given equal rights.
   D) Slaves were as intelligent as women.

2. What does Truth point to as a reason to why men believe that women did not deserve equal rights?
   A) Because women needed help into carriages
   B) Because women were thought to be less intelligent than men
   C) Because women were anti-slavery
   D) Because women were known to assist runaway slaves

3. Why might slaves have wanted to sing "Go Down, Moses"?
   A) The spiritual reminded them that it would be futile to rise up against slavery.
   B) The spiritual contained a secret message.
   C) The spiritual was about another enslaved people.
   D) The spiritual had been taught to them by their owners.

4. Which of the following best describes the main purpose of the excerpt from *Incidents in the Life of a Slave Girl* by Harriet A. Jacobs?
   A) To persuade other slaves to run away
   B) To reveal the hardships slaves endured
   C) To give thanks to those who assisted her
   D) To leave a legacy for her children

5. Which of the following statements best describes Frederick Douglass's reasons for striking back at Mr. Covey?
   A) Douglass wanted the beatings to stop.
   B) Douglass wanted to teach Mr. Covey a lesson.
   C) Douglass wanted to make his way to the North.
   D) Douglass no longer felt like he was a slave.

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Name _____ Class _____ Date _____

VOCABULARY DEVELOPMENT Match the definition on the right with the vocabulary word on the left. *(10 points; 2 points each)*

_____ 6. malice
_____ 7. interpose
_____ 8. cunning
_____ 9. provocation
_____ 10. epoch

A) something that stirs up action or feeling
B) ill will; desire to harm
C) noteworthy period of time
D) sly or crafty
E) put forth in order to interfere

VOCABULARY SKILL Complete each of the following sentences with a vocabulary word from the list below. *(10 points; 2 points each)*

diction | style | perspective | refrains | repetition

11. "Let my people go" and "Coming for to carry me home" might both be considered _____.
12. Harriet A. Jacobs's use of imagery and dialect are examples of the ways in which she effectively uses writing _____ in her piece.
13. Truth's _____ on women's rights was affected by her also being a former slave, but she did not want the one to overshadow the other.
14. Douglass's _____ consisted of ordinary, common words that are clear, effective, and precise.
15. The _____ of the phrase "here lies" is a powerful closing for Clifton's poem.

LITERARY FOCUS Circle the letter of the best answer to each of the following items. *(25 points; 5 points each)*

16. **Slave narratives** became an important source of—
    A) income for runaway slaves
    B) hope for other slaves wanting to escape
    C) fictional accounts of ex-slaves
    D) historical information

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17. What do you learn about the characters from their **dialects** in "Incidents in the Life of a Slave Girl"?

A) The characters' motives
B) Each character's role in the story
C) Each character's level of education
D) The age of each character

18. Which of the following pieces is an example of **oratory**?

A) *Incidents in the Life of a Slave Girl*
B) "Ain't I a Woman?"
C) *Narrative of the Life of Frederick Douglass*
D) "Go Down, Moses"

19. Which of the following is true of **spirituals**?

A) Spirituals were written by slave owners.
B) Spirituals were sometimes used to convey secret messages.
C) Spirituals were written by well-known authors.
D) Spirituals were used to recount one person's experience.

20. A **call-and-response** pattern in spirituals—

A) decoded secret messages
B) taught others how to sing
C) invited others to participate
D) added a new refrain to a song

READING FOCUS Circle the letter of the best answer to each of the following items. *(10 points; 5 points each)*

21. The **purpose** of Lucille Clifton's poem "at the cemetery, walnut grove plantation, south Carolina, 1989" may be—

A) to make sure that slave women's suffering is no longer forgotten
B) to make sure the suffering of all slaves is forgotten
C) to inspire slaves to escape and follow the Underground Railroad
D) to persuade men that women deserve equal rights

22. The title of Sojourner Truth's speech, "Ain't I a Woman?" is an example of—

A) an allusion
B) a rhetorical question
C) a personal account
D) parallelism

CONSTRUCTED RESPONSE *(20 points)*

23. On a separate sheet of paper, explain the author's purpose for each of the following selections: the excerpt from *Narrative of the Life of Frederick Douglass,* "Ain't I a Woman?," and "at the cemetery, walnut grove plantation, south Carolina, 1989." Use examples from each of the selections to support your answer.

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Unit 3: Collection 7

Collection Diagnostic Test

Circle the letter of the best answer to each of the following items.
(100 points; 10 points each)

1. What event led to the literary movement known as **realism**?
   A) The Revolutionary War
   B) The Civil War
   C) The Industrial Revolution
   D) The Great Depression

2. When a writer breaks away from the **chronological order** of a story's events in order to give the reader necessary background information, the technique is called—
   A) flashback
   B) resolution
   C) first-person point of view
   D) plotline

3. Which narrative **point of view** acts most like a camera would?
   A) First person
   B) Objective
   C) Third-person-limited
   D) Omniscient

4. When what actually happens in a story is different from what you expect to happen, the discrepancy is called—
   A) conflict
   B) dramatic irony
   C) verbal irony
   D) situational irony

5. Ambrose Bierce, the author of "An Occurrence at Owl Creek Bridge," disappeared during—
   A) the American Civil War
   B) the Mexican Revolution
   C) the Spanish American War
   D) World War I

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6. Writers who believe that human behavior is determined by heredity and environment are called—
   A) modernists
   B) ironists
   C) impressionists
   D) naturalists

7. A **persuasive technique** that uses language and anecdotes to arouse strong feelings is called—
   A) a sequence of events
   B) an emotional appeal
   C) an ethical appeal
   D) an oration

8. Stephen Crane, one of the most prominent American realists, was a pioneer of—
   A) naturalism
   B) romanticism
   C) transcendentalism
   D) modernism

9. A **primary source** may be—
   A) an eyewitness account of events in the past
   B) a report about events in the past
   C) analysis and criticism of accounts of events in the past
   D) a novel or poem written about events in the past

10. Like Mark Twain and Stephen Crane, Ambrose Bierce was initially a—
    A) riverboat pilot
    B) journalist
    C) politician
    D) teacher

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Name _____ Class _____ Date _____

Literary Focus

SKILL BUILDER

THE RISE OF REALISM Indicate which of the following statements about realism are accurate by writing *T* for true or *F* for false on the line provided.

_____ 1. Realistic writing often had a cynical tone.

_____ 2. Realism was an apt style for describing the horrors of war.

_____ 3. Unlike realism, romantic novels showed heroes in ordinary, petty, and mundane situations.

_____ 4. Realistic writers often relied on mysticism and religion for background material.

_____ 5. Biology, psychology, and sociology bolstered the realistic literary movement.

COMPARISON AND CONTRAST: ROMANTICISM AND REALISM In your own words, answer each of the following questions about the differences between Romanticism and realism.

6. Describe a major difference between the protagonist of a Romantic novel and that of a realistic novel.

_____

_____

_____

_____

_____

_____

7. How would a Romantic writer's description of a soldier's death in battle differ from a realistic writer's account?

_____

_____

_____

_____

_____

_____

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Activity 1: Analyzing Sequence

On the line provided, number the items below from 1 to 10 to show the most logical sequence of the events listed.

_____ 1. The family is reunited in the spring.

_____ 2. A pioneer family sets out from Missouri on a journey to resettle in California.

_____ 3. The family spends too many months crossing the Great Plains.

_____ 4. The family becomes trapped by an early blizzard in the Sierra Madre mountains.

_____ 5. The family makes camp in the mountains while the snow piles up.

_____ 6. The family arrives at the mountain passes after the first snows of the season have already fallen.

_____ 7. The father and one of the older sons leave the rest of the family behind in the mountains while they seek help.

_____ 8. The father and son finally reach a settlement in the western valley.

_____ 9. The settlers in the valley convince the father and son that returning to the mountains during winter is suicide.

_____ 10. The father and son try to return to the mountain pass where they left their family.

Activity 2: Flashback

Read each of the following statements. After each, write a possible flashback that explains what happened in the past. Use a separate sheet of paper if necessary.

11. An elderly woman on a park bench watches children at play. She notices one girl with dark, curly hair, and she sighs deeply. Her eyes take on a faraway look as the girl swings back and forth.

_____

_____

12. A young man stands in a cemetery, with a big, friendly dog at his side. He stares down at a carefully tended grave and runs a sleeve across his eyes.

_____

_____

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Name _____ Class _____ Date _____

Selection Reading Focus

GRAPHIC ORGANIZER

An Occurrence at Owl Creek Bridge Ambrose Bierce

UNDERSTANDING SEQUENCE OF EVENTS / FLASHBACK **As you read, use the chart below to follow the sequence of events in the story. For each part of the story, briefly summarize the action or events, and provide an example of each point of view.**

Part No.	Summary of Action	Point of View	Effectiveness

AFTER YOU READ **In the final column, explain how the point of view Bierce chooses in each part of the story is effective. Think about how point of view complements the event being described.**

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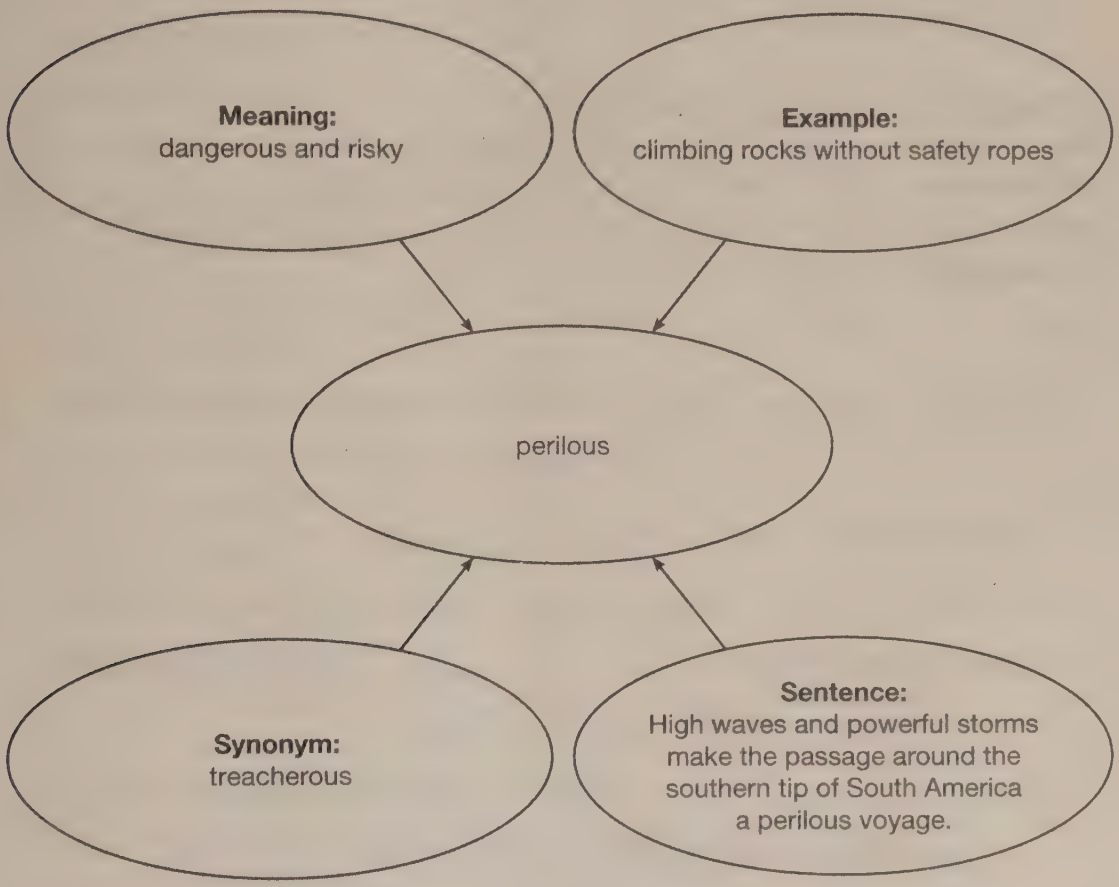
An Occurrence at Owl Creek Bridge Ambrose Bierce

Activity 1: Semantic Mapping

Creating a semantic map can help you represent different types of word knowledge in graphic form. Based on the example, create a semantic map for each of these vocabulary words from "An Occurrence at Owl Creek Bridge" on your own paper: *ardently, poignant, pivotal, malign.*

Example



Activity 2: Exploring Deeper Meanings

Choose the statement that provides an accurate example of the meaning of each vocabulary word.

1. ardently
   A) Tapping his foot in time to a song he knows, Roberto hums along and occasionally sings some of the lyrics aloud.
   B) Moved by the lyrics of his favorite song, Roberto sings loudly with his eyes closed and a soft smile playing across his lips.

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2. pivotal
   A) In the beginning moments of the basketball game, Clare's team scored three times before the other team scored at all.
   B) In the last twenty seconds of the basketball game, Clare's team scored to take the lead, then regained possession of the ball.

3. poignant
   A) In the movie, the small children are forced to leave their pet dog behind while their family flees from a flood.
   B) In the movie, the small children could not save their coloring books from the flooded basement.

Activity 3: Changing Contexts

Each vocabulary word from "An Occurrence at Owl Creek Bridge" is used in the following sentences. Fill in each word where it best fits the context.

Example The reunion of the brother and sister who were separated for many years was a **poignant** moment for everyone who was there.

ardently malign perilous pivotal poignant

4. The danger posed by icebergs in the North Atlantic Ocean once made the journey _____ for even the largest ships.
5. The killer stared at everyone in the courtroom with such an evil, _____ glare that the witness was speechless for a moment.
6. In the play, the young man _____ gripped his girlfriend's hand and dropped to one knee to propose marriage.
7. The _____ factor in the terrible factory fire was the decision to lock all of the exit doors but two to cut down on theft.
8. Authentic emotion in a film or story is _____, and stirs strong emotion in the audience or readers.

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Name _____ Class _____ Date _____

Unit 3: Collection 7
Selection Test
READING AND LITERATURE

An Occurrence at Owl Creek Bridge Ambrose Bierce

COMPREHENSION Circle the letter of the best answer to each of the following items. *(30 points; 6 points each)*

1. How much time actually passes in the story?
   A) A few minutes
   B) A few hours
   C) One day
   D) One day and one night

2. What actually happens in the story?
   A) Farquhar escapes hanging and is reunited with his family.
   B) The officers imagine that Farquhar is hanged.
   C) Farquhar dies by hanging.
   D) Farquhar drowns under Owl Creek Bridge.

3. One theme illustrated by this story is—
   A) the importance of staying true to your values
   B) how reality is actually an illusion
   C) the price people pay for being traitors
   D) our deep attachment to life

4. Near the end of the story, what is the most likely reason Farquhar is "unable to feel the roadway beneath his feet"?
   A) The roadway is not paved.
   B) His feet have become numb.
   C) He is dazed and injured.
   D) The plank underneath his feet has been removed.

5. Why is Peyton Farquhar being executed?
   A) He is a civilian scout for the Confederate Army caught behind Union lines.
   B) He has been kidnapped by Northern soldiers because he is a wealthy planter.
   C) He was tricked by a Union scout into planning to burn down the Owl Creek Bridge.
   D) He shot a guard when he attempted to escape from a Union prison.

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VOCABULARY DEVELOPMENT Fill in each vocabulary word from the list below where it best fits the context. *(10 points; 2 points each)*

ardently malign perilous pivotal poignant

6. The candidates had reached the _____ point of the debate that would determine who would be named the winner.
7. After hearing the _____ news story about the hurricane's damage to people's lives, the man immediately volunteered to help.
8. During Cooper's _____ journey down the river's rapids, he focused only on the water and his kayak.
9. She _____ wanted her school's volleyball team to win the championship, so she practiced during every spare moment.
10. As they scanned the horizon, the sky seemed ominous and _____, so the sailors immediately tuned the radio to the national weather service.

VOCABULARY SKILL Match each of the verbs on the left below with a suffix that will correctly turn it into a noun. Not every suffix will be used. *(10 points; 2 points each)*

_____ 11. block

_____ 12. require

_____ 13. profess

_____ 14. bribe

_____ 15. observe

A) *-ion*

B) *-ance*

C) *–ity*

D) *–ment*

E) *–ness*

F) *–ade*

G) *–ery*

LITERARY FOCUS Circle the letter of the best answer to each of the following items. *(15 points; 5 points each)*

16. Through whose point of view do we see Peyton Farquhar escape the hangman's noose?

A) The shooter's

B) The commanding officer's

C) Peyton Farquhar's

D) Farquhar's wife's

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17. When Farquhar hears his watch ticking with an exaggerated intensity, which point of view is Bierce using?

A) First-person
B) Omniscient
C) Third-person-limited
D) Objective

18. Which of the following details from the story best describes the author's use of the **omniscient point of view**?

A) Bierce objectively describes the plantation.
B) The narrator reports that the gray-clad horseman was a Federal scout.
C) Bierce focuses only on Peyton Farquhar and his thoughts.
D) The narrator gives a person-person account of the events as they happen.

READING FOCUS Circle the letter of the best answer to each of the following items. *(15 points; 5 points each)*

19. When Peyton Farquhar's wife gives a gray-clad soldier a drink of water "with her own white hands" it is an example of—

A) foreshadowing
B) historical context
C) flashback
D) allusion

20. In a story told in **chronological order**, events in the story—

A) are always described in the order in which they occur
B) are always interrupted to introduce something that happened earlier in time
C) are always used to hint at what will happen later in the plot
D) are always enclosed within another story

21. Which of the following occurs during a **flashback** in "An Occurrence at Owl Creek Bridge"?

A) "The captain stood with folded arms, silent, observing the work of his subordinates, but making no sign."
B) "'Suppose a man . . . should elude the picket post and perhaps get the better of the sentinel,': said Farquhar, smiling, 'what could he accomplish?'"
C) "As he rose to the surface, gasping for breath, he saw that he had been a long time underwater; he was perceptibly farther downstream—nearer to safety."
D) "He was not conscious of an effort, but a sharp pain in his wrist apprised him that he was trying to free his hands."

CONSTRUCTED RESPONSE *(20 points)*

22. How does Bierce use style elements such as imagery, mood, and irony to suggest Farquhar's real fate? On a separate sheet of paper, write a paragraph that explains your answer. Support your ideas with details from the story.

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Name _____ Class _____ Date _____

Unit 3: Collection 7

Selection Reading Focus

GRAPHIC ORGANIZER

A Mystery of Heroism Stephen Crane

MAKING PREDICTIONS **As you read "A Mystery of Heroism," predict what will happen. In the chart below, note clues from the text and from your own knowledge and experience that support your prediction.**

My predictions about Collins	
Clues from the text:	
Clues from my knowledge:	
What actually happened?	

AFTER YOU READ **In the last row of your chart, tell what really happened. Were your predictions correct, or did the situational irony in the story surprise you?**

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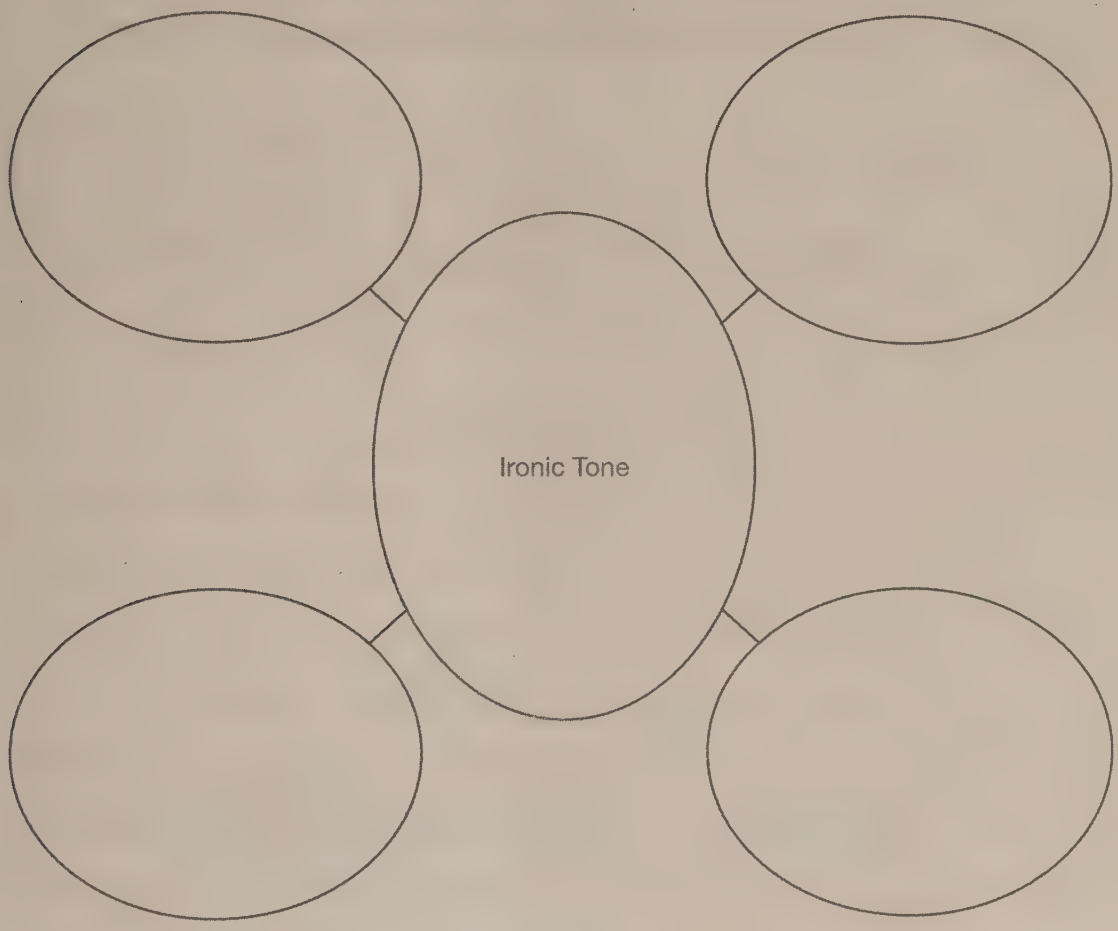
Name _____ Class _____ Date _____

Selection Reading Focus

GRAPHIC ORGANIZER

War Is Kind Stephen Crane

ANALYZING TONE **As you read "War Is Kind," write the words, phrases, or sentences that convey an ironic tone in a word web like the one below. Use as many word web circles as necessary.**



AFTER YOU READ **Revisit your word web, and note the words Crane used to create an ironic tone. Which words or images were most effective?**

_____

_____

_____

_____

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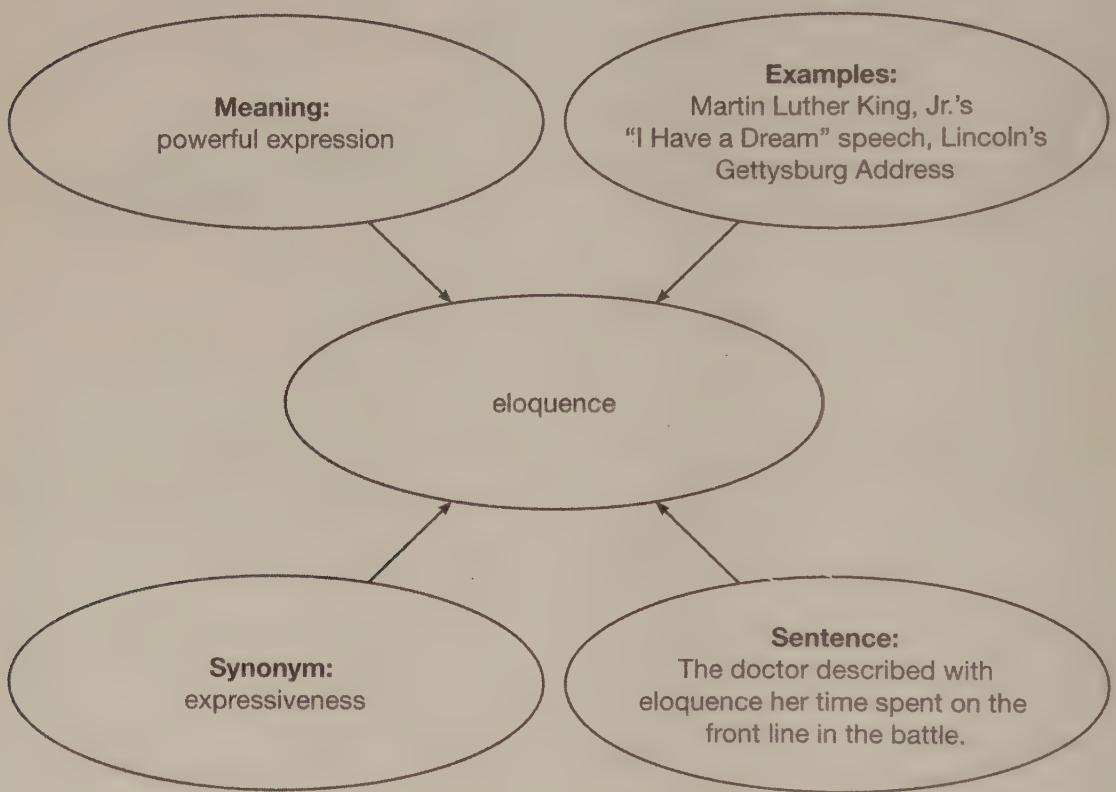
Name _____ Class _____ Date _____

A Mystery of Heroism Stephen Crane

Activity 1: Semantic Mapping

Creating a semantic map can help you represent different types of word knowledge in graphic form. Based on the example, create a semantic map for each of these vocabulary words from "A Mystery of Heroism" and "War Is Kind" on your own paper: *onslaught, obliterated, carnage, provisional, ominous.*

Example



Activity 2: Exploring Deeper Meanings

Choose the statement that provides an accurate example of the meaning of each vocabulary word.

1. ominous
   A) The weather forecast predicted heavy rain.
   B) The dark sky and sudden drop in temperature alerted us that heavy rain was coming.

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2. eloquence
   A) The listeners wept as the speaker referred to "the bounty of loss" and "the silenced hopes of unborn generations."
   B) The speech was about the number of troops lost in the battle.
3. obliterated
   A) Following the hurricane, townspeople's spirits and resources were low.
   B) The hurricane devastated the town and destroyed the livelihood of its citizens.

Activity 3: Changing Contexts

Each vocabulary word from "A Mystery of Heroism" is used in the following paragraph. Fill in each word where it best fits the context.

Example After the revolution, a **provisional** government took control.

carnage	eloquence	obliterated	ominous
onslaught	provisional	sullenly	

The (4) _____ against the United States by terrorists who flew passenger jets into the World Trade Center and the Pentagon, and who were brought down in a Pennsylvania field on September 11, 2001, resulted in unprecedented (5) _____ from a terrorist attack on American soil. On that terrible morning more than three thousand human futures were (6) _____ for reasons Americans still find difficult to understand. After the attacks, the network news programs profiled the terrorists, and showed photos of young men staring (7) _____ at the camera. Since the destruction of the World Trade Center towers, the dead have been remembered with memorials and museums, but for months after that fateful day the smoldering ruins themselves served as a(n) (8) _____ monument. Their twisted skeletons formed (9) _____ silhouettes and spoke with wordless (10) _____ about the tragic loss of life.

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Name _____ Class _____ Date _____

A Mystery of Heroism, Stephen Crane
War Is Kind Stephen Crane

COMPREHENSION Circle the letter of the best answer to each of the following items. *(30 points; 6 points each)*

1. Collins wants to get water from the well because—
   A) he is thirsty
   B) the other men dare him to go
   C) fetching water is his job
   D) he does not want to fight any more

2. By the time Collins asks permission to go to the well,—
   A) the soldiers have teased him so much he that feels he cannot back out
   B) the lieutenant has died, and there is no reason to go to the well
   C) the troops are preparing to charge and are assembling in ranks
   D) his extreme thirst is dictating his actions, not thoughtful reasoning

3. You can infer that Collins's superior officers—
   A) very much want him to get the water because they are also thirsty
   B) understand Collins's burning need to become a hero
   C) are afraid that Collins will gain all of the fame for himself alone
   D) do not want him to go because the risk is not worth taking

4. Collins most likely does not consider himself a hero because he—
   A) was just going to the well to get some water, like any other day
   B) believes heroes lead blameless lives, and he regrets some of his previous actions
   C) was terrified by the risk he took, and heroes are never afraid
   D) turned his back on the wounded lieutenant instead of helping the man

5. The title of the poem, "War Is Kind," is an example of verbal irony because the author—
   A) is using exaggeration to emphasize war's horror
   B) is using understatement and means war is loving
   C) is using sarcasm and means the opposite of what he says
   D) wants to trick the reader with a clever word choice

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VOCABULARY DEVELOPMENT Match the antonym on the right with the correct vocabulary word on the left. Write the letter of the best choice on the line provided. *(10 points; 2 points each)*

_____ 6. onslaught
_____ 7. provisional
_____ 8. obliterated
_____ 9. eloquence
_____ 10. ominous

A) created
B) unconditional
C) crudeness
D) retreat
E) reassuring

VOCABULARY SKILL Write *T* or *F* next to each statement to tell whether it is true or false. *(10 points; 2 points each)*

_____ 11. The prefix *mis-* added to the base word *represent* changes the verb to a noun.

_____ 12. The prefix *over-* means "too much."

_____ 13. The suffix *-ness* added to the adjective *kind* changes the base word to a noun.

_____ 14. The suffix *-tion* added to a base word changes its tense.

_____ 15. The prefix *un-*, meaning "not," when added to a base word does not change its part of speech.

LITERARY FOCUS Circle the letter of the best answer to each of the following items. *(15 points; 5 points each)*

16. In "A Mystery of Heroism," it is **ironic** that—
    A) Collins really does go to the well
    B) the bucket is empty in the end
    C) the battle continues without Collins
    D) the well is dry when Collins reaches it

17. Which of the following is an example of **situational irony** found in "A Mystery of Heroism"?
    A) Collins is killed after he returns, not during his mad dash across the field.
    B) The lieutenant dies on the battlefield, even though Collins gives him water.
    C) Collins survives his foolhardy escapade, even though the battle rages on.
    D) The water that Collins retrieves with such effort is not fit to drink.

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18. When the speaker of "War Is Kind" uses the two-line refrain, "Do not weep / War is kind," in the first, third, and last stanzas, what technique is being used to reiterate the theme?

    A) Exaggeration

    B) Situational irony

    C) Rhythm and rhyme

    D) Verbal irony

READING FOCUS Circle the letter of the best answer to each of the following items. *(15 points; 5 points each)*

19. At what point in the poem, "War Is Kind," is the **tone** of the poem revealed?

    A) The title

    B) In the first stanza

    C) In the repetition of the line "War is kind"

    D) At the end of the poem

20. Which of the following quotes from "A Mystery of Heroism" helps you **make a prediction** about Collins's character and motivation?

    A) "Fred Collins of A Company was saying: 'Thunder, I wisht I had a drink.'"

    B) "Some comrades joked Collins about his thirst. 'Well, if yeh want a drink so bad, why don't yeh go git it?'"

    C) "'I dunno,' said Collins, uncomfortably. Some of the resentment toward his companions . . . was beginning to fade."

    D) "When he came to the well, he flung himself down and peered into its darkness."

21. The title of "A Mystery of Heroism" probably includes the word *mystery* because—

    A) Collins wonders whether there is water in the well

    B) Collins behaves more like a coward than a hero

    C) the story is a mystery

    D) heroic behavior is not easy to define

FIFTEEN MINUTE TIMED WRITING *(20 points)*

22. Is Collins's act in "A Mystery of Heroism" ultimately heroic, foolish, or a combination of both? How do Collins's actions reinforce Crane's purpose in this story? On a separate sheet of paper, write a paragraph that explains your answer. Use details from the story to support your ideas.

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Name _____ Class _____ Date _____

Selection Reading Focus

GRAPHIC ORGANIZER

Healing War's Wounds Karen Breslau

UNDERSTANDING AUTHOR'S PURPOSE **As you read, use the chart below to record the language Breslau uses to describe each soldier. Think about how Breslau's language conveys her purpose.**

Soldier	Language used to describe the soldier	Author's purpose

AFTER YOU READ **In the third column, explain why the author used the language she did. Then, write a sentence summing up the author's fundamental purpose.**

_____

_____

_____

_____

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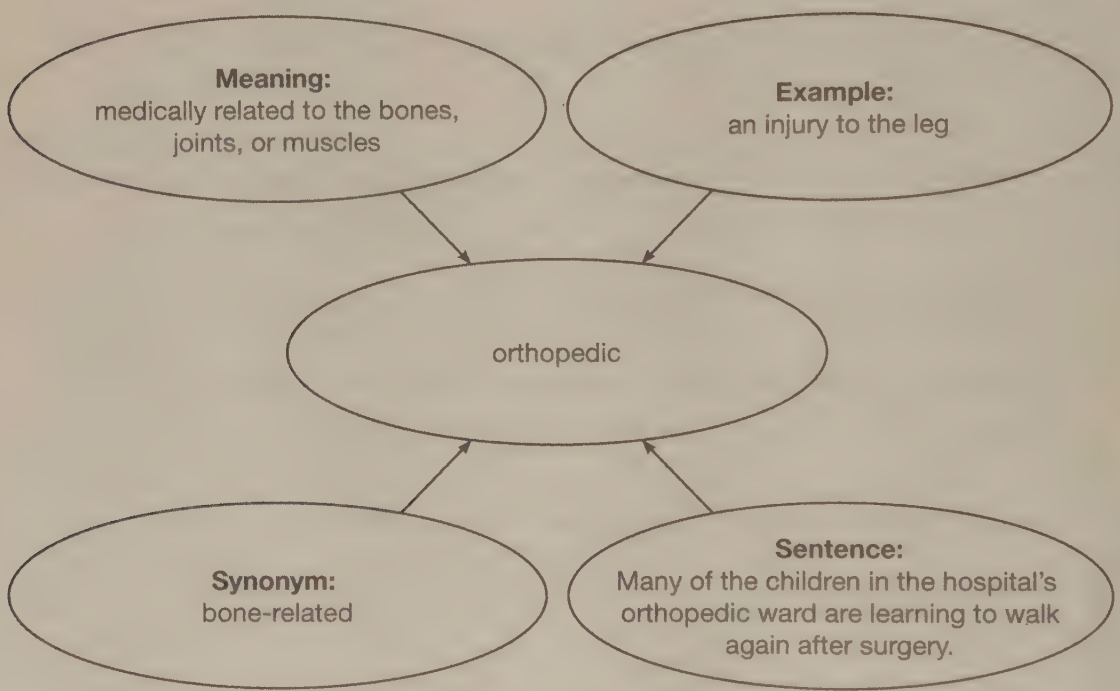
Name _____ Class _____ Date _____

Healing War's Wounds Karen Breslau

Activity 1: Semantic Mapping

Creating a semantic map can help you represent different types of word knowledge in graphic form. Based on the example, create a semantic map for each of these vocabulary words from "Healing War's Wounds" on your own paper: *prosthetic, traumatic, holistic, tourniqueted.*

Example



Activity 2: Exploring Deeper Meanings

Choose the word in parentheses that best completes each sentence. Draw a line under that word.

1. Emergency room doctors saved the (tourniqueted, prosthetic) arm after hours of surgery.
2. Physicians and other medical professionals now take a more (orthopedic, holistic) approach to heart disease, and recommend a low-fat diet and exercise.
3. The automobile accident left him with (traumatic, prosthetic) injuries that required months of physical therapy.
4. My grandfather's arthritic hip was replaced with a ceramic (holistic, prosthetic) implant that makes it easier for him to walk.

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Activity 3: Changing Contexts

Each vocabulary word from "Healing War's Wounds" is used in the following sentences. Fill in each word where it best fits the context.

Example Seeing the plane crash had a **traumatic** effect on Nicole.

holistic orthopedic prosthetic tourniqueted traumatic

5. Raul injured his shoulder during practice and was treated by a well-known _____ surgeon.
6. Rather than giving separate content and grammar scores, the teacher used a(n) _____ grading system for the essays.
7. Moving to New York City after growing up in a town of 270 people was a(n) _____ experience for Anju.
8. After being hit by a car, the stray dog was brought to the veterinary emergency center with a(n) _____ paw.
9. Fictional pirate Long John Silver's _____ leg was simply a peg made of wood.

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Name _____ Class _____ Date _____

Unit 3: Collection 7
Selection Test INFORMATIONAL TEXT

Healing War's Wounds Karen Breslau

COMPREHENSION Circle the letter of the best answer to each of the following items. *(48 points; 6 points each)*

1. Which of the following statements best describes Maj. Anthony Smith after his treatment for his battlefield injuries?
   A) He has completely recovered.
   B) He is unable to be around other wounded soldiers.
   C) He plans to return to active duty.
   D) He feels he has been "resurrected" from the dead.

2. Andrew Soule's squad leader had him repeat "I'm going to live" as he lay wounded. What have these words symbolized for him?
   A) The advanced skills of modern medicine
   B) The power of the human mind in healing
   C) The need to have a philosophy to guide your life
   D) The incredible noise and terror of the battlefield

3. Based on your reading, how did Karen Breslau gather most of the information for her magazine article?
   A) Through her experience as a soldier in Iraq
   B) By observing wounded soldiers in hospitals
   C) By reading government reports
   D) By interviewing wounded soldiers

4. Based on Karen Breslau's article "Healing War's Wounds," what is true about soldiers who have been severely wounded in Iraq?
   A) Every severely wounded soldier feels lucky to have survived.
   B) Severely wounded soldiers have psychological as well as physical trauma.
   C) Most severely wounded soldiers eventually return to their civilian occupations.
   D) Severely wounded soldiers recover quickly or never recover at all.

5. Why might the Pentagon be experimenting with rehabilitating severely wounded soldiers through extreme sports?
   A) To compensate the soldiers for the injuries they have suffered
   B) To distract the soldiers from the extent of their injuries
   C) To make sure the soldiers are ready to return to active duty
   D) To restore the confidence of the soldiers in themselves

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6. One purpose of group therapy for severely wounded soldiers is—
   A) to help them cope with a sense of guilt about comrades left on the battlefield
   B) to make it easier for hospitals to maintain treatment schedules
   C) to weed out soldiers who are unable to cope with their recovery
   D) to help them see that other injured soldiers are worse off then they are

7. What is one major difference between soldiers wounded during the Iraq War compared to soldiers wounded in previous wars?
   A) Most injuries to soldiers who served in Iraq are psychological in nature.
   B) New technology means more soldiers wounded in Iraq will survive, and will need lifelong care.
   C) Fewer soldiers were injured during previous wars.
   D) Modern weapons mean fewer soldiers today survive their wounds.

8. Breslau quotes Lt. Col. John McManus as saying, "'The bigger test is psychological. Can we restore a life worth living?'" What is the most likely meaning of McManus's question?
   A) Will the wounded soldier achieve a full physical recovery?
   B) Will the wounded soldier ever be able to hold a job in civilian life?
   C) Will the wounded soldier recover a sense of purpose and hope for the future?
   D) Will the wounded soldier be able to pay for expensive long-term care?

VOCABULARY DEVELOPMENT Match the definition on the right with the vocabulary word on the left. On the line provided, write the letter of the phrase that best defines each vocabulary word. *(10 points; 2 points each)*

_____ 9. holistic

_____ 10. orthopedic

_____ 11. prosthetic

_____ 12. traumatic

_____ 13. tourniqueted

A) emotionally or physically severe
B) fitted with a device to prevent blood loss from a major wound
C) relating to the whole of something instead of its parts
D) medically related to the bones, joints, or muscles
E) relating to an artificial replacement for a missing body part

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INFORMATIONAL TEXT FOCUS Circle the letter of the best answer to each of the following items. *(20 points; 5 points each)*

14. Karen Breslau's primary **purpose** in writing "Healing War's Wounds" is to—
    A) inform the reader about the aftermath of soldiers' wounds
    B) persuade the reader to support the Iraq War
    C) entertain the reader with amusing stories about the military
    D) shock the reader with descriptions of battle and war wounds

15. Which of the following is an important question to ask to help understand an **author's purpose**?
    A) Where did the author learn to write?
    B) What is the author's first language?
    C) What does the author want me to believe?
    D) How old is the author?

16. Which of the following series of phrases from the article reflects author Breslau's positive **tone** in presenting the progress of the wounded soldiers?
    A) surest sign of progress; cackling crew of fellow amputees; sports enthusiast
    B) severe arm injury; mangled limbs; doctors labored to save him
    C) fleet of experts; tosses the limb aside; now painfully infected
    D) guilt often dogs survivors; debilitating brain injuries; biggest test is psychological

17. Based on your reading of the article, who are Beslau's intended audience?
    A) Young people going into the military
    B) Family members of those with potentially fatal illnesses
    C) Manufacturers of prosthetic devices
    D) Readers who want to know more about soldiers wounded in Iraq

CONSTRUCTED RESPONSE *(22 points)*

18. Consider what the government is doing to help wounded war veterans return to civilian society. On a separate sheet of paper, write a paragraph describing what you think individual communities can do to expand on that effort. Support your ideas with details from the article.

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Name _____ Class _____ Date _____

Unit 3: Collection 7

Selection Reading Focus

GRAPHIC ORGANIZER

I Will Fight No More Forever Chief Joseph

RECOGNIZING EMOTIONAL APPEALS **As you read, use the chart below to analyze the emotional appeals in Chief Joseph's speech. List examples of emotional appeals in the left column. In the right column, explain what gives each appeal its emotional power. Consider elements of American Indian oratory, such as repetition and tone.**

Emotional appeal	What makes this an effective emotional appeal?

AFTER YOU READ **Review your chart. In a few sentences, explain which appeals had the strongest influence on you, and why. Then, write a sentence or two that explains the combined effect of all the emotional appeals in the speech.**

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I Will Fight No More Forever Chief Joseph

COMPREHENSION Circle the letter of the best answer to each of the following items. *(50 points; 5 points each)*

1. Why does Chief Joseph conclude that he "will fight no more forever"?
   A) The young men of his tribe are no longer willing to fight.
   B) His chiefs will carry out the war without him.
   C) All of his people have died of exposure in the mountains.
   D) His people are no longer physically able to fight.

2. Chief Joseph states that he now wants to spend his time—
   A) finding a new place to live
   B) planting next summer's crops
   C) looking for his children
   D) negotiating with General Howard

3. You can infer that Looking Glass and Toohoolhoolzote were—
   A) Chief Joseph's wives
   B) enemy warriors
   C) responsible for the tribe's problems
   D) chiefs in the tribe

4. Chief Joseph says that many members of the tribe—
   A) have joined other tribes
   B) are attending Indian schools
   C) have rejected Chief Joseph
   D) have run away to the hills

5. During what season of the year was this speech delivered?
   A) Summer
   B) Autumn
   C) Winter
   D) Spring

6. You can conclude from this speech that Chief Joseph—
   A) had no recourse but to surrender
   B) didn't really have to surrender
   C) was a bitter enemy of General Howard
   D) had never met General Howard

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7. From the **tone** of Chief Joseph's speech, you can infer that—
   A) he is ready to fight until everyone is dead
   B) his people no longer trust his judgment
   C) he is very old and frail
   D) he has been pursued for a long time

8. When Chief Joseph says, "It is the young men who say yes and no," he means that—
   A) young people have more energy than old people
   B) his people are without experienced leaders
   C) only the young men have experience
   D) only young men are allowed to make important decisions

9. A reader can conclude that Chief Joseph—
   A) is a very weak leader
   B) cannot decide which path his people should take
   C) is too proud to negotiate with the federal government
   D) cares deeply about his people and wants to protect them

10. In the end, what message is Chief Joseph delivering to "my chiefs"?
    A) He is appealing to them for understanding.
    B) He is blaming them for his troubles.
    C) He is asking why they are not helping him.
    D) He is simply telling them his decision.

LITERARY FOCUS Circle the letter of the best answer to each of the following items. *(15 points; 5 points each)*

11. The **tone** of this example of American Indian oratory is best described as—
    A) arrogant
    B) dignified
    C) detached
    D) complaining

12. Which **repeated** word is used to add the most power to Chief Joseph's brief speech?
    A) Heart
    B) Dead
    C) Tired
    D) Sick

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13. To convey his ideas and achieve his purpose, Chief Joseph uses—
    A) colloquial language and complex sentences
    B) elevated diction and rhetorical dialogue
    C) difficult words and long sentences
    D) repetition of key words and parallelism

READING FOCUS Circle the letter of the best answer to each of the following items. *(15 points; 5 points each)*

14. Which of the following is characteristic of an **emotional appeal**?
    A) An emotional appeal includes a well-reasoned argument.
    B) An emotional appeal is based on accepted moral standards.
    C) An emotional appeal includes language that arouses strong feelings.
    D) An emotional appeal is dismissive of other viewpoints.

15. What emotional reaction does this speech evoke in readers?
    A) Hostility and anger
    B) Neutrality and objectivity
    C) Sadness and sympathy
    D) Cool restraint

16. What response did Chief Joseph hope to inspire in General Miles by using **emotional appeals** in his surrender speech?
    A) Chief Joseph hoped General Miles would use the facts presented to conclude that the Nez Perce should remain on their traditional lands.
    B) Chief Joseph hoped to establish his credibility and authority as a leader with General Miles.
    C) Chief Joseph hoped General Miles would agree to help him persuade the army to leave the Nez Perce alone.
    D) Chief Joseph hoped to inspire sympathy and compassion in General Miles for his defeated people.

CONSTRUCTED RESPONSE *(20 points)*

17. Why do you think that this speech continues to affect people today? Analyze the qualities that make it so powerful. How does the history of the speech contribute to its impact? On a separate sheet of paper, write a paragraph to explain your answer.

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Name _____ Class _____ Date _____

Unit 3: Collection 7

Selection Reading Focus

GRAPHIC ORGANIZER

Letter to His Son Robert E. Lee
Letter to Sarah Ballou Maj. Sullivan Ballou
from A Diary from Dixie Mary Chesnut
The Gettysburg Address Abraham Lincoln

ANALYZING PRIMARY SOURCES **As you read, use the chart below to make notes about each writer. List the writer's audience, and then describe his or her beliefs and biases as they are revealed in the primary source. In the final column, tell how the writer's beliefs and audience affect the content.**

Writer	Audience	Writer's Beliefs/Biases	How Audience/Beliefs Affect Content

AFTER YOU READ **Review the table you completed, and then, on a separate sheet of paper, write a brief commentary on the value each of these sources would have in a research report on the Civil War.**

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Name _____ Class _____ Date _____

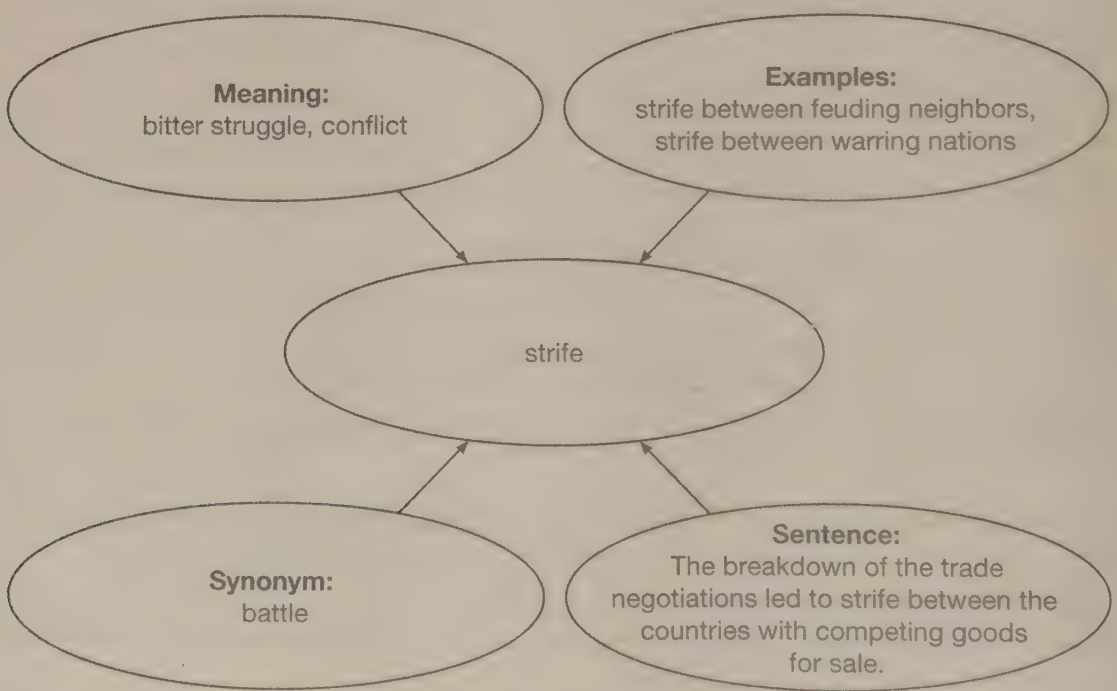
Unit 3: Collection 7
Vocabulary Development
SKILL BUILDER

Letter to His Son Robert E. Lee
Letter to Sarah Ballou Maj. Sullivan Ballou
from A Diary from Dixie Mary Chestnut
The Gettysburg Address Abraham Lincoln

Activity 1: Semantic Mapping

Creating a semantic map can help you represent different types of word knowledge in graphic form. Based on the example, create a semantic map for each of these vocabulary words from Robert E. Lee's "Letter to His Son," Maj. Sullivan Ballou's "Letter to Sarah Ballou," Mary Chesnut's "A Diary from Dixie," and Abraham Lincoln's "The Gettysburg Address" on your own paper: *calamity, impelled, exempt, detract.*

Example



Activity 2: Exploring Deeper Meanings

Choose the statement that provides an accurate example of the meaning of each vocabulary word.

1. calamity
   A) The overflowing river completely destroyed our house.
   B) The overflowing river waterlogged our whole lawn.

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2. impelled

   A) We checked in on our neighbor during the storm, since his basement had flooded in the last rain.

   B) After the thunderstorm we were duty-bound to check on grandmother's house.

3. detract

   A) The game was still enjoyable, even though our team made some mistakes.

   B) The team's total lack of competence made it difficult to watch the game.

Activity 3: Changing Contexts

Each vocabulary word from Robert E. Lee's "Letter to His Son," Maj. Sullivan Ballou's "Letter to Sarah Ballou," Mary Chesnut's "A Diary from Dixie," and Abraham Lincoln's "The Gettysburg Address" is used in the following sentences. Fill in each word where it best fits the context.

Example No working person is **exempt** from filing income taxes.

calamity detract exempt impelled strife

4. Many angry people simply want to criticize a famous person, finding it easier to _____ from fame than to honor it.

5. A sense of urgency _____ us to leave the school and hurry home as the storm was getting bad.

6. When _____ develops between antagonistic nations, very little good comes out of it.

7. My sister was so sick last weekend that she was _____ from her usual chores.

8. In 1992, Hurricane Andrew was a(n) _____ for much of South Florida.

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Name _____ Class _____ Date _____

Unit 3: Collection 7
Selection Test
INFORMATIONAL TEXT

Letter to His Son Robert E. Lee
Letter to Sarah Ballou Maj. Sullivan Ballou
from A Diary from Dixie Mary Chesnut
The Gettysburg Address Abraham Lincoln

COMPREHENSION Circle the letter of the best answer to each of the following items. *(50 points; 5 points each)*

1. According to Lee in "Letter to His Son," the greatest disaster the country could face would be—
   A) the dissolution of the Union
   B) a state of anarchy
   C) our loss of honor
   D) government by Lincoln

2. In view of Major Ballou's strong attachment to his family, his service as a soldier might best be described as an act of a—
   A) leader
   B) traitor
   C) coward
   D) patriot

3. As he stated in Gettysburg, Lincoln believe that the Civil War would affect the entire world because—
   A) so many people died in the terrible conflict
   B) the war would eradicate slavery forever
   C) the war would show if democracy could prevail
   D) his words would never be forgotten

4. In *A Diary from Dixie*, Mary Chesnut's **tone** is changed by Dr. Palmer's message that the South—
   A) could still be victorious with support from the public
   B) will lose the war and the institution of slavery is doomed
   C) is losing the war because of poor leadership and weak generals
   D) needs slavery in order to survive economically

5. From her diary entries, Mary Chesnut emerges as—
   A) stubborn and optimistic
   B) totally devoted to the Southern cause
   C) unconcerned about the future
   D) perceptive and intelligent

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6. Lee wrote his "Letter to His Son" to thank his son for a gift and also to—
   A) claim his right to command the Confederate Army
   B) explain his reasons for not supporting the Union
   C) argue that secession would be a terrible mistake
   D) insist that the South must resist Northern aggression

7. The **tone** of Lincoln's speech at Gettysburg is best described as—
   A) colloquial and informal
   B) formal and dignified
   C) abstract and hypothetical
   D) casual and relaxed

8. According to his letter, Major Ballou's chief concern is that—
   A) he will not survive the upcoming battle
   B) the Union will not win the war
   C) he will not be able to support his family while he is at war
   D) his children will not remember him after a long absence

9. Why does the **tone** of Lee's "Letter to His Son" differ from Mary Chesnut's tone in *A Diary from Dixie*?
   A) Lee is writing before the war begins, and Chesnut is writing when the war is nearly lost.
   B) Lee is writing a formal letter to his son, and Chesnut is writing her private thoughts in a diary.
   C) Chesnut is a happy planter's daughter, while Lee is concerned about his duties as a general.
   D) Chesnut is struggling to write despite her illiteracy, while Lee is well educated and lettered.

10. The **tone** of Major Ballou's letter to his wife can be described as—
    A) filled with anger
    B) overcome by fear
    C) loving and reassuring
    D) cheerful and optimistic

VOCABULARY DEVELOPMENT Write a synonym or antonym for each vocabulary word, as directed. *(10 points; 2 points each)*

11. calamity *synonym:* _____

12. detract *antonym:* _____

13. exempt *synonym:* _____

14. impelled *synonym:* _____

15. strife *antonym:* _____

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INFORMATIONAL TEXT FOCUS Circle the letter of the best answer to each of the following items. *(20 points; 5 points each)*

16. In his personal note to his son, Lee confides that he will only raise his sword in—
    A) revolution
    B) anarchy
    C) civil war
    D) defense

17. What was the primary purpose of Lincoln's speech dedicating the cemetery at Gettysburg?
    A) It was a plea to Americans to end slavery.
    B) It was a restatement of all of the issues leading to the war.
    C) It was an exhortation to Americans to rededicate themselves to preserving the Union.
    D) It was a plea to the Confederate States to surrender to Union forces.

18. Based on his personal letter to his wife, Major Ballou believes he will—
    A) be killed in action
    B) return home safely
    C) write again soon
    D) soon arrive in Rhode Island

19. How does the nature of a diary's "audience" change the content of the writing in *A Diary from Dixie*?
    A) Mary Chesnut allows her despair to be expressed fully.
    B) Mary Chesnut is careful to guard her private thoughts.
    C) Very little of consequence is revealed in a diary.
    D) Only deep observations about politics are included.

FIFTEEN MINUTE TIMED WRITING *(20 points)*

20. Compare and contrast the political assumptions in Robert E. Lee's "Letter to His Son" with those in Lincoln's famous speech at Gettysburg. On a separate sheet of paper, write a paragraph that explains your answer. Support your ideas with details from the narrative.

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Name _____ Class _____ Date _____

Unit 3: Collection 7

Collection Summative Test

COMPREHENSION Circle the letter of the best answer to each of the following items. *(30 points; 5 points each)*

1. After the Civil War, **realistic** writers sought to—
   A) use romance to entertain readers and reveal truth as everyone understood it
   B) accurately portray real life without filtering it through Romanticism
   C) heal the wounds of war and reunite the divided nation
   D) soften the harsh edges of reality for the war-ravaged audience

2. **Realism** is a style of writing that—
   A) values feeling and intuition over reason
   B) "paints" local scenes and tends toward the humorous and sentimental
   C) experiments with nontraditional forms and multiple meanings
   D) seeks to explain why ordinary people behave the way they do

3. The general purpose of Chief Joseph's speech was—
   A) to inform
   B) to define
   C) to persuade
   D) to entertain

4. Judging from his story "An Occurrence at Owl Creek Bridge," we can **infer** that Ambrose Bierce believed war was a(n)—
   A) necessary evil for society to function
   B) glorious merging of intellect and might
   C) ironically cruel waste of life
   D) struggle between the forces of good and the forces of evil

5. In Stephen Crane's poem "War Is Kind," Crane uses **sarcasm** as a form of—
   A) verbal irony
   B) situational irony
   C) dramatic irony
   D) everyday diction

6. Which of the following statements is true about the **primary sources** on the Civil War used in this collection?
   A) The documents were objective accounts of events that occurred during the writers' lifetimes.
   B) None of the documents was meant to be read by anyone other than the writer.
   C) The documents were written by people who lived through the events they wrote about.
   D) The documents all took into account the point of view of those on the opposite side of the issue.

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VOCABULARY DEVELOPMENT Match the vocabulary word on the left with the synonym on the right. On the line provided, write the letter of the correct synonym. *(10 points; 2 points each)*

_____ 7. ominous

_____ 8. pivotal

_____ 9. provisional

_____ 10. exempt

_____ 11. traumatic

A) central
B) absolved
C) terrifying
D) threatening
E) temporary

VOCABULARY SKILL Match the following base words to the correct suffix that will change the word to a noun. In some cases, you will need to drop an ending letter. Write the letter of the suffix choice and the correctly spelled noun on the line next to the base word. Not every suffix will be used. *(10 points; 2 points each)*

_____ 12. exert_____

_____ 13. allot_____

_____ 14. extend_____

_____ 15. buoy_____

_____ 16. correspond_____

A) *-ence*
B) *-ancy*
C) *-ity*
D) *-sion*
E) *-ment*
F) *-ance*
G) *-tion*

LITERARY FOCUS Circle the letter of the best answer to each of the following items. *(15 points; 5 points each)*

17. A narrator who reveals the thoughts and feelings of a particular character has which **point of view**?

A) first person
B) omniscient
C) objective
D) third-person-limited

18. Which of the following statements is an example of **understatement**?

A) "I don't have much homework—I just need to read three chapters, write an essay, and write up the results of my experiment in chemistry class."
B) "I still have a lot of work to do by Monday, but I think I'll be able to finish everything."
C) "I don't have much homework to do. I'll finish it quickly and then go to the movie."
D) "If you think you have a lot to do this weekend, you should see my assignments!"

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19. Which of the following is an example of **situational irony**?

A) You've decided to seek a career in the military after first considering college.

B) You're dying of thirst while floating on a life raft in the middle of the ocean.

C) You find a $20 bill in the middle of the sidewalk with no one nearby.

D) You win a marathon after training for the race for months.

READING FOCUS Circle the letter of the best answer to each of the following items. *(15 points; 5 points each)*

20. The interruption of the normal **chronological order** of events in a story by a scene that provides background information about past events is called—

A) flashback

B) prologue

C) foreshadowing

D) a frame story

21. Which of the following is an example of an **emotional appeal**?

A) "I wisht I had a drink. I bet there's water in that there ol' well yonder!"

B) "On the first day of the river trip, one of Soule's carbon-fiber prosthetics is fractured."

C) "As far as I can judge by the papers, we are between a state of anarchy and civil war."

D) "It is cold and we have no blankets. The little children are freezing to death."

22. Which **prediction** would you be most likely to make, based on the passage below?

> It seemed as if the rain would never stop, and Noemi's family watched the river rising with a mounting sense of dread. The whole community was at risk. Some neighbors simply left, abandoning their homes to the coming flood. Noemi picked up one of the burlap sacks Papa had piled near the garage and nodded at her brother.

A) The family will pack their belongings in the sacks and escape.

B) The family will try to hunt down the cowards who ran away.

C) The family will climb onto the roof and hope for the best.

D) The family will fill the sacks with sand and struggle to save their home.

CONSTRUCTED RESPONSE *(20 points)*

23. What are the most significant characteristics of realism? On a separate sheet of paper, write a paragraph discussing the important features of the literary movement. Refer to the representative writers and works you have read to support your arguments.

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Name _____ Class _____ Date _____

Unit 3: Collection 8

Collection Diagnostic Test

Circle the letter of the best answer to each of the following items. *(100 points; 10 points each)*

1. **Cadence** can be best defined as—
   A) regular rhyme and rhythm, as in ballads and epic poems
   B) rhythm and flow of sound, as in poetry and formal speeches
   C) the use of exact rhymes, as in classical poetry
   D) the use of iambic pentameter, as in Shakespeare's poems

2. When used to refer to a poetic technique, the word ***catalog*** refers to—
   A) two related lines of poetry that rhyme
   B) a list of related people, places, or events
   C) a comparison of two unlike things
   D) a reference to another work of literature

3. As used in literature, a **symbol** is—
   A) the feeling of anticipation a writer creates
   B) a group of lines in a poem linked by theme
   C) something that stands for something else
   D) the writer's general tone and attitude about life

4. **Free verse** is best described as—
   A) poetry written without regular rhyme schemes and meter
   B) words and expressions not meant to be taken literally
   C) clues that hint at what will happen later in the poem
   D) exaggeration used for a literary effect such as drama or humor

5. A **paradox** is a statement that—
   A) presents two opposing points of view
   B) appears to be self-contradictory but reveals truth
   C) uses repetition to create rhythm
   D) reveals a discrepancy between appearances and reality

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6. The best **primary source** to use to learn about a poet's personal life is—
   A) a book about the poet
   B) the poet's poems
   C) the poet's journal or diary
   D) a website about the poet

7. **Slant rhyme** is created by—
   A) words that rhyme exactly
   B) words that have a close, but imprecise, rhyme
   C) rhymes that occur in the last two lines of the poem
   D) rhymes that are unintentional

8. Which of the following lines is a **metaphor**?
   A) "As quietly as a mouse"
   B) "The black crop of the night"
   C) "She moved like a ballerina"
   D) "Dawn's early light"

9. Which of the following is a set, clearly defined, and never changing pattern of stressed and unstressed syllables?
   A) Rhythm
   B) Free verse
   C) Meter
   D) Lyric

10. Which of the following is a short poem or statement that ends with a witty twist or clever statement?
    A) Epitaph
    B) Epigram
    C) Aphorism
    D) Coda

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Name _____ Class _____ Date _____

Literary Focus

SKILL BUILDER

Circle the letter of the best answer to each of the following items.

1. Walt Whitman's writing style can best be described as—
   A) bold and confident
   B) folksy and charming
   C) elegant and refined
   D) elevated and sublime

2. Unlike Walt Whitman, Emily Dickinson was—
   A) a world traveler
   B) private and shy
   C) people-oriented
   D) involved in social causes

3. Whitman saw the purpose of his poetry as a—
   A) message to the future
   B) relic of his childhood
   C) religious duty
   D) tool of social reform

4. Dickinson's poetry is noted for its—
   A) historical value
   B) errors in word usage
   C) precise language
   D) epic sweep

5. An important similarity shared by Whitman and Dickinson is their—
   A) fondness for big-city living
   B) obscurity during their lifetimes
   C) rejection by the literary community
   D) abandonment of literary conventions

6. Which statement best describes the influence of Dickinson and Whitman on later poets?
   A) Later poets returned to the classical style of poetry.
   B) Poets demanded great respect from their readers.
   C) Poets used their poetry to move people to social action.
   D) Later poets were more open to experimentation.

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Activity 1: Analyzing Text Structures: Parallelism

Write *P* for parallelism or *NP* for not parallelism next to each passage to indicate whether it contains an example of parallelism. For each example of parallelism, underline the words or phrases that create parallel structure.

_____ 1. I wondered where to go for my vacation. North Carolina has beautiful beaches, but few planes fly to my desired destination. California has mountains and the ocean, but it cost a lot to fly there. Maine has great seafood, but it is cold there at this time of year.

_____ 2. The sky lit up with lightning. Zigzagging lines of lightning divided the sky and illuminated every plant and building as if it were daytime.

_____ 3. Once I was a young boy wishing on a star. Once I was a teenager wanting nothing more than a car. Once I was a young man hoping for a good job. Today I am an old man wishing I was young once more.

_____ 4. Once upon a time a man wished that he could find fame and fortune without having to work hard. He took the first job he was offered and loafed all day long. After he was let go for laziness, he decided to start his own company. He borrowed money, opened a store, and hired people to work for him. He was lucky to find hard workers who helped make his business a success. He never got rich, but he made enough money to live comfortably.

Activity 2: Analyzing Text Structures: Inversion

Write *I* for inversion or *NI* for not inversion next to each line to tell whether it is an example of inversion. For each example of inversion, rewrite the line in normal word order.

_____ 5. My heart blackened by sorrow, no joy could I feel.

_____

_____ 6. Happiness eluded the man when the train departed just as he arrived.

_____

_____

_____ 7. Mesmerized, the cats through the window gazed at the birds congregating around the bird feeder.

_____

_____

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Name _____ Class _____ Date _____

Unit 3: Collection 8

Selection Reading Focus

GRAPHIC ORGANIZER

I Hear America Singing Walt Whitman

ANALYZING TEXT STRUCTURE TO UNDERSTAND MEANING Whitman uses parallel structure as he catalogs the different workers. As you read, identify each worker Whitman introduces. Use the chart below to record the line number, the person's occupation, and the line from the text where the catalog appears. Use an additional sheet of paper if necessary.

Line #	Type of worker	Line

AFTER YOU READ Review the information you recorded on your chart. Write a sentence or two explaining the effect of Whitman's use of parallelism.

_____

_____

_____

_____

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Name _____ Class _____ Date _____

Unit 3: Collection 8

Vocabulary Development

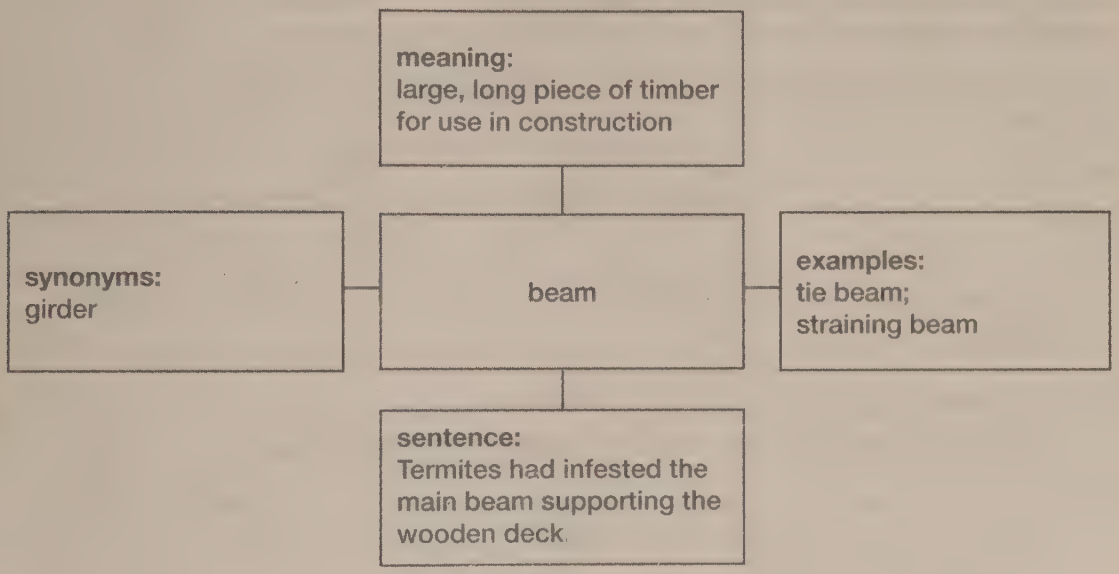
SKILL BUILDER

I Hear America Singing Walt Whitman

Activity 1: Semantic Mapping

Creating a semantic map can help you represent different types of word knowledge in graphic form. Based on the example, create a semantic map for each of these vocabulary words from "I Hear America Singing" on your own paper: *blithe, mason, robust, melodious.*

Example



Activity 2: Exploring Deeper Meanings

Choose the statement that provides an accurate example of the meaning of each vocabulary word.

1. melodious
   A) The songwriter wrote the lyrics to the popular song in twelve hours.
   B) The song's harmonious melody and lyrics made it an instant hit.

2. blithe
   A) The students were giddy with excitement on the last day of school.
   B) The cheerful and carefree students streamed out of the school on the last day of classes.

3. robust
   A) The hardy hikers walked twelve miles before stopping for lunch.
   B) The hikers hoped to make it to the next hostel before dinnertime.

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4. beam
   A) The carpenters collected all the materials before beginning the renovation.
   B) The carpenters were ready to install the first structural girder in the ceiling.

5. mason
   A) The construction company wanted to hire a skilled craftsperson.
   B) The construction company wanted to hire a skilled accountant.

Activity 3: Changing Contexts

Each vocabulary word from "I Hear America Singing" is used at least once in the following sentences. Fill in each word where it best fits the context.

Example The town square was alive with the **melodious** sounds of street musicians.

melodious	beam	blithe
robust	mason	

6. Roberto ducked under an exposed _____ as he entered the building.

7. The advertisement said that applicants must be in _____ health, be able to lift heavy loads, and be able to use hand tools.

8. When he worked as an assistant to a _____, his job involved lifting bricks for his boss to use.

9. His spirits were high and his mood was _____ when he was hired for the summer.

10. He was so happy that he whistled a _____ tune as he left the building site.

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Name _____ Class _____ Date _____

I Hear America Singing Walt Whitman

COMPREHENSION Circle the letter of the best answer to each of the following items. *(30 points; 6 points each)*

1. You can infer that Whitman chose to write about these Americans because—
   A) they were people he had read about
   B) he wanted them to have better working conditions
   C) he wanted to make up for his life of privilege
   D) they were true American heroes

2. What does this poem suggest about "America singing"?
   A) Americans do not understand one another.
   B) People know that singing makes work go faster.
   C) Americans take pride in the work they do.
   D) Each person's song reflects his or her ethnic heritage.

3. What can you conclude is Whitman's attitude toward work?
   A) Work is a waste of a person's intellect.
   B) Some people are meant to be laborers.
   C) All honest work is fulfilling and worthwhile.
   D) Manual labor is the most valuable kind of work.

4. As used in this poem, what does the word *singing* symbolize?
   A) Celebrating
   B) Communicating
   C) Complaining
   D) Slacking off

5. What is the overall tone of the poem?
   A) Sarcastic
   B) Joyous
   C) Dismal
   D) Eerie

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VOCABULARY DEVELOPMENT Match each word in the Word Bank to a group of related words. Write each word on the line. *(10 points; 2 points each)*

blithe	mason	robust
beam	melodious	

_____ 6. support, girder, board

_____ 7. carefree, lighthearted, easygoing

_____ 8. bricks, cement, stone

_____ 9. birdsong, poem, orchestra

_____ 10. strong, healthy, sturdy

LITERARY FOCUS Circle the letter of the best answer to each of the following items. *(20 points; 5 points each)*

11. Which theme does the **catalog** in "I Hear America Singing" identify?
    A) The variety of America's people
    B) The patriotism of America's people
    C) The achievements of America's people
    D) The religious activities of America's people

12. In "I Hear America Singing," Whitman uses a **catalog** to—
    A) organize details
    B) clarify ideas
    C) show relationships
    D) create rhyme

13. Whitman favored the **catalog** as a technique because it expressed his—
    A) experience as a journalist
    B) knowledge of poetic devices
    C) tendency to repeat himself
    D) unbounded love for all things

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14. Whitman hears the songs of the mechanic, carpenter, mason, shoemaker, and woodcutter, among others. What do these occupations have in common?
    A) Their work uses natural, organic materials only.
    B) Their work creates things that will be used in the future.
    C) All sing particularly melodious songs.
    D) All do their work in the cities of America.

READING FOCUS Circle the letter of the best answer to each of the following items. *(20 points; 5 points each)*

15. What text structure is evident in this poem?
    A) Historical allusion
    B) Parallelism
    C) Simile
    D) Rhyme

16. Which repeated word serves to unify this poem?
    A) Carols
    B) Worker
    C) Strong
    D) Singing

17. How does the phrase "as he sits on his bench" function in the poem?
    A) As parallelism
    B) As an elliptical construction
    C) As inversion
    D) As a metaphor

18. Which best explains the way parallel construction and the catalog technique work together?
    A) The catalog creates a parallel rhyme scheme.
    B) The catalog allows for the use of parallel themes.
    C) The parallel sentence patterns structure the catalog.
    D) The parallel sentence patterns make the catalog chronological.

FIFTEEN MINUTE TIMED WRITING *(20 points)*

19. On a separate sheet of paper, explain how using the catalog technique allowed Whitman to express his ideas about workers and the United States. Support your ideas with details from the selection.

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Name _____ Class _____ Date _____

Unit 3: Collection 8

Selection Reading Focus

GRAPHIC ORGANIZER

from Song of Myself, Numbers 1, 6, 33 Walt Whitman

PARAPHRASING **As you read the three poems, locate any lines whose meaning is unclear. Note the poem's number and lines in the first column of the chart. In the second column, restate the text in your own words. Use an additional sheet of paper if necessary.**

Lines from "Song of Myself"	Paraphrase	Characteristics of Free Verse

AFTER YOU READ **Review each of the original lines. In the third column, record the characteristics of free verse you find in each example.**

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Name _____ Class _____ Date _____

Unit 3: Collection 8

Selection Reading Focus

GRAPHIC ORGANIZER

from Song of Myself, 52, The spotted hawk swoops by alt Whitman

COMPARING THEMES ACROSS TEXTS **Some subjects in number 52 link to lines elsewhere in *Song of Myself*. As you read, identify those subjects, and record them on the chart below. In the first column, note repeated subjects and the lines in which they are found. In the second column, write what you think the poem says about each subject. Use an additional sheet of paper if necessary.**

Lines/Subject	What the poem says or implies about the subject (Theme)	Other *Song of Myself* poems that share this theme

AFTER YOU READ **Review the earlier sections from *Song of Myself* and think about how the themes of those poems compare to the themes on your chart. In the third column, note the other poem or poems that you have read from *Song of Myself* that share the same theme.**

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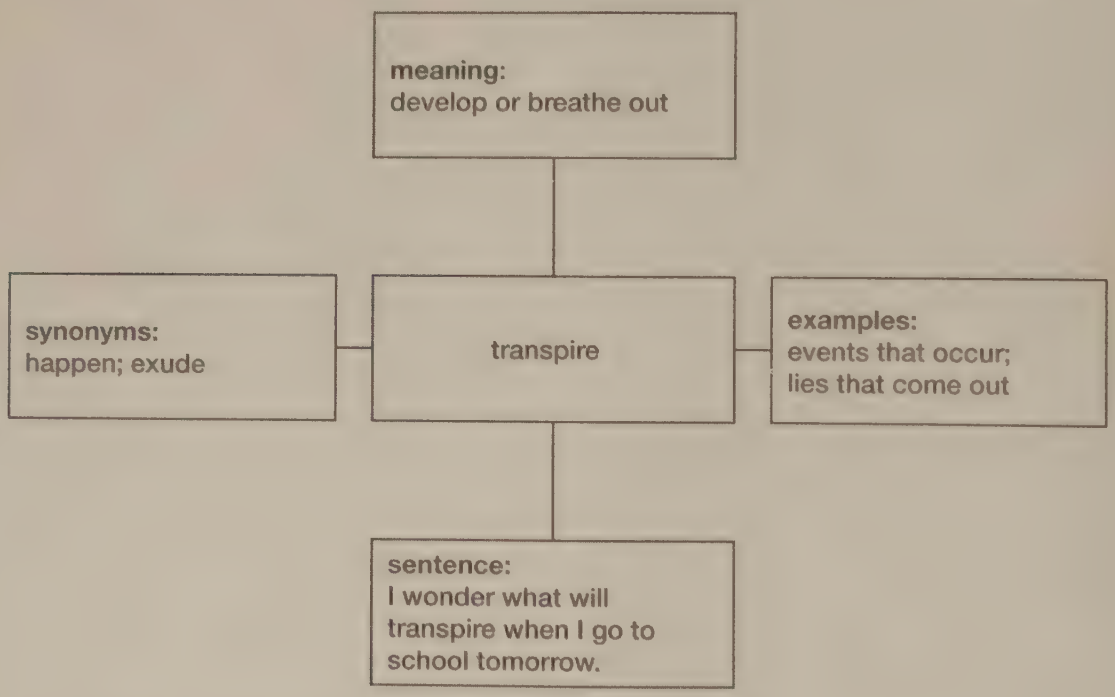
Name _____ Class _____ Date _____

from Song of Myself, Numbers 1, 6, 33 Walt Whitman *from* Song of Myself, 52, The spotted hawk swoops by Walt Whitman

Activity 1: Semantic Mapping

Creating a semantic map can help you represent different types of word knowledge in graphic form. Based on the example, create a semantic map on your own paper for each of these vocabulary words from *Song of Myself*, Numbers 1, 6, 33, and Song of Myself, 52, The spotted hawk swoops by: *harbor, resuscitate, disposition, loitering, bequeath.*

Example



Activity 2: Exploring Deeper Meanings

Choose the statement that provides an accurate example of the meaning of each vocabulary word.

1. disposition
   A) Rosario had a tendency to look on the bright side of things.
   B) Rosario was positive that she got a good score on the SAT.

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2. harbor
   A) Robert is inclined to hold a grudge and let it fester.
   B) Robert is a good sport when he loses a game.

3. transpire
   A) People often engage in random acts of kindness.
   B) Good fortune can result from the generosity of strangers.

4. resuscitate
   A) Serena took a CPR class so that she could help bring people having heart attacks back to life.
   B) Serena took a CPR class as part of her training to become a paramedic.

5. bequeath
   A) Juan was always delighted when he came across special books in his grandmother's library.
   B) Juan was surprised when he learned that his grandmother left him her library in her will.

Activity 3: Changing Contexts

Each vocabulary word from *Song of Myself,* Numbers 1, 6, 33, and 52 is used at least once in the following sentences. Fill in each word where it best fits the context.

Example The child's sweet **disposition** helped her make friends easily at her new school.

transpire	resuscitate	loitering
disposition	harbor	

6. The twins wondered what would _____ when they went to a career exploration camp during the summer.

7. Neither son had the kind of _____ that would help him succeed as an art critic.

8. One of the sons seemed to _____ a secret desire to be a cardiologist.

9. He had already taken classes on the various ways to _____ unconscious people.

10. Every time his father looked for the other son, he found him _____ around the soft drink dispenser at the store.

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Name _____ Class _____ Date _____

from Song of Myself, Numbers 1, 6, 33 Walt Whitman

COMPREHENSION Circle the letter of the best answer to each of the following items. *(30 points; 6 points each)*

1. In "I celebrate myself, and sing myself," Whitman celebrates—
   A) his detachment and individuality
   B) camaraderie and unity
   C) the meaning of life
   D) the heroism of ordinary people

2. The speaker responds to the child's question in "A child said *What is the grass*?" by—
   A) describing different types of grass
   B) reflecting on the life cycles of plants
   C) musing about the cycle of life and death
   D) considering its relationship to religious theology

3. In "I understand the large hearts of heroes," the skipper of the boat is depicted as—
   A) cowardly
   B) heroic
   C) misunderstood
   D) unlucky

4. From his description of the runaway slave in "I understand the large hearts of heroes," you can infer that Whitman—
   A) felt guilty about owning slaves himself
   B) wanted to stay neutral on the slavery issue
   C) strongly opposed slavery
   D) had never met a slave before

5. In "I understand the large hearts of heroes," Whitman lists heroes who are—
   A) well-known Americans
   B) ordinary people
   C) famous figures from world history
   D) poets and writers

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VOCABULARY DEVELOPMENT Match the original meaning of each word on the left with the vocabulary word on the right. *(10 points; 2 points each)*

_____ 6. have and keep in the mind

_____ 7. return to life

_____ 8. one's natural way of acting toward others

_____ 9. develop or breathe out

_____ 10. the state of hanging about and wasting time

A) disposition
B) harbor
C) transpire
D) resuscitate
E) loitering

LITERARY FOCUS Circle the letter of the best answer to each of the following items. *(15 points; 5 points each)*

11. When Whitman personifies death as something chasing a ship in "I understand the large hearts of heroes," the figure of speech—
    A) suggests that the victims were doomed from the start
    B) shows that death is always present, even when we are not aware of it
    C) makes death seem to be a justified end
    D) shows death's enormous and persistent power

12. In *Song of Myself,* Whitman uses parallel structure to—
    A) help readers visualize key images
    B) link related images and unify his poem
    C) show stressed and unstressed syllables
    D) mimic a regular rhyme scheme

13. Which line creates an image of shared humanity?
    A) "Born here of parents born here from parents the same"
    B) "My tongue, every atom of my blood, form'd from this soil, this air,"
    C) "For every atom belonging to me as good belongs to you."
    D) "I harbor for good or bad, I permit to speak at every hazard,"

READING FOCUS Circle the letter of the best answer to each of the following items. *(25 points; 5 points each)*

14. What does the speaker mean when he says of the grass, "It may be you are from old people, or from offspring taken soon out of their mothers' laps"?
    A) The grass may grow over the graves of old people or a baby.
    B) The grass may have been planted by an old person or a mother's child.
    C) The spirit of an old person or an offspring may inhabit the grass.
    D) The grass marks the graves of an old woman and her child.

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15. The speaker of "A child said *What is the grass*?" contemplates the child's question by saying, "Or I guess it is the handkerchief of the Lord." In the context of the stanza, this phrase means that—

    A) grass is a cloth the Lord uses to wipe His nose

    B) grass is God's way of revealing His presence

    C) grass is as fragile as a tissue

    D) grass is the Lord's bandanna

16. In "I celebrate myself, and sing myself," Whitman writes; "I, now thirty-seven years old in perfect health begin, / Hoping to cease not till death." Which of these is the best paraphrase of his statement?

    A) I did not begin to live until I was thirty-seven years old.

    B) I hope to keep my health until I die.

    C) I want to live life fully until I die.

    D) My perfect health began when I was thirty-seven.

17. When the speaker in "I understand the large hearts of heroes" writes that "Agonies are one of my changes of garments," he means that—

    A) he wants to suffer so that happiness will be more meaningful

    B) he cannot decide on his role in life

    C) he identifies deeply with others and takes on their emotions

    D) agony is a superficial emotion

18. What role does cataloging play in the three poems from *Song of Myself*?

    A) The repetition of sentence patterns creates cadence.

    B) The listing of people's attributes provides metaphors.

    C) The piling on of details showcases Whitman's classical education.

    D) The underlying imagery reflects the styles of the English Romantic poets.

CONSTRUCTED RESPONSE *(20 points)*

19. In *Song of Myself,* Whitman says that he understands people by imaginatively participating in their experiences. On a separate sheet of paper, explain how Whitman uses poetic techniques and stylistic devices to encourage readers to participate in the experiences and images he describes. Support your ideas with details from the poem.

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Name _____ Class _____ Date _____

from Song of Myself, 52, The spotted hawk swoops by Walt Whitman

COMPREHENSION Circle the letter of the best answer to each of the following items. *(30 points; 6 points each)*

1. Which phrase from this poem best expresses the way Whitman characterizes his own poetry?
   A) "drift it in lacy jags"
   B) "shadow'd wilds"
   C) "loitering"
   D) "barbaric yawp"

2. The tone in this section of *Song of Myself* is best described as—
   A) lighthearted
   B) bombastic
   C) detached
   D) very personal

3. Which image best appeals to the sense of hearing or sound?
   A) "The spotted hawk swoops by and accuses me, he complains / of my gab and my loitering."
   B) "I too am not a bit tamed, I too am untranslatable"
   C) "The last scud of day holds back for me"
   D) "I depart as air, I shake my white locks at the runaway sun"

4. At the end of the poem, the speaker—
   A) proclaims his love for democracy
   B) reaffirms his link to the reader
   C) makes ironic comments about his own work
   D) encourages us to read more of his poetry

5. How could you best demonstrate Whitman's use of cadence in this poem?
   A) By discussing the imagery
   B) By explaining the theme
   C) By identifying the rhyme pattern
   D) By reading the poem aloud

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VOCABULARY SKILL Match each word below to the group of words that show its multiple meanings. Write each word on the line. *(10 points; 5 points each)*

foul	center	rest
spot	well	

_____ 6. remainder, siesta, break

_____ 7. focus, hub, middle

_____ 8. healthy, appropriately, successfully

_____ 9. stain, observe, location

_____ 10. profane, out-of-bounds, putrid

LITERARY FOCUS Circle the letter of the best answer to each of the following items. *(20 points; 5 points each)*

11. In "The spotted hawk swoops by," Whitman—
    A) expresses a distinct theme that varies from the rest of the poem
    B) restates the theme of the poem as a whole
    C) identifies the most important theme of the poem as a whole
    D) asks a question that is answered in another section of the poem

12. In "The spotted hawk swoops by," what theme appears in the line "I stop somewhere waiting for you"?
    A) Empathy
    B) Patience
    C) Love
    D) Death

13. In "The spotted hawk swoops by," Whitman—
    A) suggests that poetry will save the world
    B) explains that all poets deserve equal respect
    C) proclaims his own purpose as a poet
    D) discusses the difference between poetry and prose

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14. Which other poem do the lines "I bequeath myself to the dirt . . . / If you want me again look for me under your boot-soles" most reflect?
    A) "I Hear America Singing"
    B) "I celebrate myself, and sing myself"
    C) "A child said *What is the grass*?
    D) "I understand the large hearts of heroes"

READING FOCUS Circle the letter of the best answer to each of the following items. *(20 points; 5 points each)*

15. To sum up all the parts of *Song of Myself,* Whitman uses a literary technique called a—
    A) conflict
    B) climax
    C) couplet
    D) coda

16. A common **theme** that runs through all the sections of *Song of Myself* is Whitman's own—
    A) belief in his power as a poet
    B) failure to change the world
    C) love of solitude
    D) inability to trust people

17. In *Song of Myself,* Whitman's **theme** is best demonstrated by—
    A) the "last scud of day holds back for me"
    B) the "spotted hawk swoops by and accuses me"
    C) "look for me under your boot-soles"
    D) "coaxes me to the vapor and the dusk"

18. A common **theme** in the poems by Whitman you have read is that—
    A) the natural world is becoming corrupt
    B) people should delight in their thoughts and spirit
    C) once people have died, they are soon forgotten
    D) the people of the world struggle without hope

CONSTRUCTED RESPONSE *(20 points)*

19. On a separate sheet of paper, write a paragraph that explains how Whitman's theme in "The spotted hawk swoops by" reflects the themes and concerns of the time in which he lived. Support your ideas with details from the poem.

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Name _____ Class _____ Date _____

Selection Reading Focus

GRAPHIC ORGANIZER

A Sight in Camp in the Daybreak Gray and Dim

Walt Whitman

VISUALIZING THE TEXT **As you read, pause to describe what you see in your mind, or make a quick sketch. Make a list of which key elements in the poem act as symbols by standing for something more than themselves. Use an additional sheet of paper if necessary.**

AFTER YOU READ **Think about how pausing to visualize the scene improved your comprehension. Write a sentence or two reflecting on the technique you chose and how effectively it improved your understanding of the poem.**

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A Sight in Camp in the Daybreak Gray and Dim

Walt Whitman

COMPREHENSION Circle the letter of the best answer to each of the following items. *(30 points; 6 points each)*

1. The tone of this poem is—
   A) detached
   B) despairing
   C) gentle
   D) inflamed

2. What can you infer from the line "Who are you my dear comrade?"
   A) The speaker of the poem knew the dead man.
   B) The speaker of the poem identifies with the dead soldier.
   C) The speaker of the poem and the dead soldier were friends.
   D) The speaker of the poem and the dead soldier were in the same troop in the army.

3. What can you infer about the person on the second stretcher from the lines "and who are you my child and darling / Who are you sweet boy with cheeks yet blooming"?
   A) The person is the speaker's son.
   B) The person is someone the speaker knows and loves.
   C) The person is young and looks healthy.
   D) The person is still alive.

4. In this poem, Whitman emphasizes the—
   A) hardships he endured as a nurse during the war
   B) reasons the war had to be fought
   C) connection between all people affected by the war
   D) fierceness of the fighting between North and South

5. Which of the following statements is true?
   A) The speaker of the poem wishes he could learn the identity of the dead soldiers.
   B) The speaker of the poem knows the three soldiers on the stretchers.
   C) The speaker of the poem would gladly have died to save the three soldiers.
   D) The speaker of the poem feels empathy with the strangers on the stretchers.

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LITERARY FOCUS Circle the letter of the best answer to each of the following items. *(25 points; 5 points each)*

6. The fact that the events take place at daybreak may symbolize—
   A) the broken promises of peace
   B) the entry of the soldiers' souls into eternal life
   C) an end to Whitman's old way of life
   D) the dawn of a new era for the United States

7. Whitman uses the three dead soldiers to symbolize the—
   A) futility of war
   B) universality of sacrifice
   C) importance of self-determination
   D) fear of injury and death

8. One reason Whitman uses **symbols** is to—
   A) make the poem simpler to comprehend
   B) make the poem sound more sophisticated than it is
   C) conceal objectionable allusions
   D) convey his theme indirectly

9. Whitman uses a young soldier and an old soldier to symbolize—
   A) the range of casualties
   B) the indifference of death
   C) the cruelty of war
   D) the strong and the weak

10. In the last stanza, Whitman implies that the Christlike soldier's death is—
   A) meaningless
   B) horrific
   C) a sacrifice
   D) beautiful

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READING FOCUS Circle the letter of the best answer to each of the following items. *(24 points; 6 points each)*

11. What "sight" does the speaker see "in the daybreak gray and dim"?
    A) The outbreak of another battle
    B) Soldiers on stretchers
    C) His brother George
    D) A beautiful sunrise

12. Which visual image is suggested by the line "Then with light fingers I from the face of the nearest the first just lift the blanket"?
    A) He lightly touches the face of the nearest person with his fingers.
    B) He first lifts the blanket from the nearest person and touches his face with his fingers.
    C) He watches the nearest person lift the blanket off his face.
    D) He tenderly lifts the blanket off the nearest person's face.

13. Which of the following images is a visual image?
    A) "Flesh all sunken about the eyes"
    B) "Young man I think I know you"
    C) "Dead and divine and brother of all"
    D) "In the cool fresh air"

14. Which of the following lines best evokes an image of death?
    A) "A sight in camp in the daybreak gray and dim"
    B) "Over each the blanket spread, ample brownish woolen blanket"
    C) "I walk . . . the path near by the hospital tent"
    D) "Gray and heavy blanket, folding, covering all."

CONSTRUCTED RESPONSE *(21 points)*

15. On a separate sheet of paper, write a paragraph about why you think Whitman describes the soldiers rather than commenting on the philosophical issues raised by the Civil War. Explain your opinion by referring to the influences of the historical period that shaped his thought. Support your ideas with details from the selections.

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Name _____ Class _____ Date _____

Unit 3: Collection 8

Selection Reading Focus

GRAPHIC ORGANIZER

from Specimen Days Walt Whitman

ANALYZING RHETORICAL DEVICES **As you read, use the chart below to list each catalog or parenthetical statement you encounter in the selection. In the second column, record the emotional response that each device evokes. Use an additional sheet of paper if necessary.**

Rhetorical Device	Emotional Response

AFTER YOU READ **Write a few sentences reflecting on how the rhetorical devices contribute to the selection as a whole.**

_____

_____

_____

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Name _____ Class _____ Date _____

Unit 3: Collection 8

Vocabulary Development

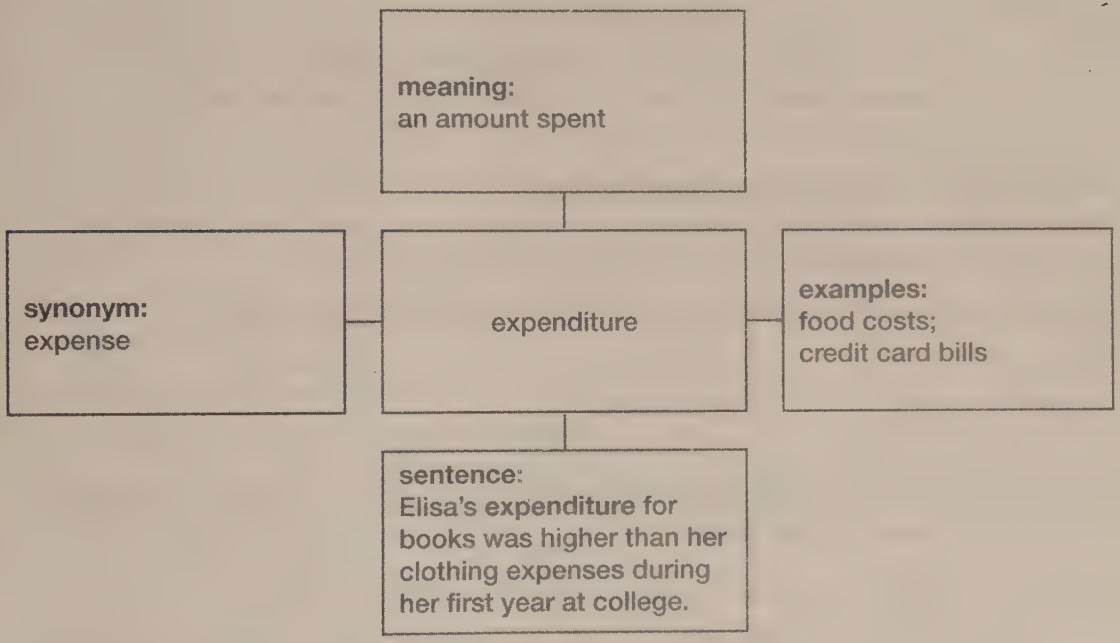
SKILL BUILDER

from Specimen Days Walt Whitman

Activity 1: Semantic Mapping

Creating a semantic map can help you represent different types of word knowledge in graphic form. Based on the example, create a semantic map for each of these vocabulary words from *Specimen Days* on your own paper: *infernal, latent, conveyed, interminable.*

Example



Activity 2: Exploring Deeper Meanings

Choose the statement that provides an accurate example of the meaning of each vocabulary word.

1. interminable
   A) The ringing of the alarm clock seemed like it would go on forever.
   B) She pressed the snooze button so the alarm clock would ring at five-minute intervals.

2. conveyed
   A) The communities devastated by the earthquake anxiously awaited the arrival of the supply caravan.
   B) The relief workers told the caravan crew that more supplies would be ready the next day.

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3. latent
   A) Mario discovered a previously unknown talent for cooking gourmet meals.
   B) Mario delighted in serving his guests delectable gourmet meals.

4. expenditure
   A) Anna was shocked when she added up the amount she had spent on jewelry that month.
   B) Anna's jewelry box was overflowing with costly and beautiful necklaces, bracelets, and rings.

5. infernal
   A) The marathon went through an area of factories and heavy industry.
   B) The marathoners were particularly affected by the fiendish heat.

Activity 3: Changing Contexts

Each vocabulary word from *Specimen Days* is used at least once in the following sentences. Fill in each word where it best fits the context.

Example The spy **conveyed** top-secret information to the enemy agent.

latent	conveyed	expenditure
infernal	interminable	

6. Georgiana was trying to fall asleep, but the _____ sound of dripping water kept her awake.

7. When she found the source of the dripping water, she _____ the information to her husband.

8. He replied, "I am not going into that _____ basement right now; it's damp and smelly and I don't want to get dirty."

9. As she fixed the drip, Georgiana discovered a(n) _____ talent for solving plumbing puzzles.

10. She was pleased about having avoided a huge _____ for a plumber.

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Name _____ Class _____ Date _____

Unit 3: Collection 8
Selection Test
INFORMATIONAL TEXT

from Specimen Days Walt Whitman

COMPREHENSION Circle the letter of the best answer to each of the following items. *(40 points; 8 points each)*

1. Based on Whitman's comments in *Specimen Days,* what did he most likely believe would be written about the war?
   A) An honest, detailed account of hospitalized soldiers
   B) An exposé of graft, corruption, and government waste
   C) A tragic story about the struggles of widows and orphans
   D) A sanitized tale of brilliant leadership and brave soldiers

2. You can infer that one reason Whitman wrote *Specimen Days* was to—
   A) record what he saw as the truth
   B) advance his reputation as a major American poet
   C) leave a favorable impression of the war
   D) argue that hospitals must be upgraded

3. Whitman considered the main significance of the war to be—
   A) the deeds and passions of actual soldiers
   B) the bloody battles and hospital camps
   C) the stories of the men who died
   D) the political interests of the time

4. Whitman lamented that—
   A) politicians would squash the real story of the war
   B) the real story would be lost in all the details
   C) the full story of the war would never be told
   D) future generations would not read his writing

5. What can you infer from the phrase "It was not a quadrille in the ballroom"?
   A) The war was disorderly and chaotic.
   B) People preferred to think about festive activities rather than tragic ones.
   C) Dancing was more memorable than the war.
   D) French dances were more popular than American dances.

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VOCABULARY DEVELOPMENT Write *T* or *F* next to each statement to tell whether it is true or false. Use the vocabulary words and context clues to help you make your choices. *(10 points; 2 points each)*

_____ 6. The **interminable** movie came to an end far too soon.

_____ 7. The crowd was nauseated by the **infernal** smells arising from the sewer.

_____ 8. Her usual lunch **expenditure** did not allow her to splurge on dessert.

_____ 9. Enrico's **latent** talent in art had been present since he was a toddler.

_____ 10. The call for help was **conveyed** over a walkie-talkie.

INFORMATIONAL TEXT FOCUS Circle the letter of the best answer to each of the following items. *(30 points; 10 points each)*

11. How many **parenthetical statements** are in this excerpt: "I know not how it may have been, or may be, to others—to me the main interest I found (and still, on recollection, find) in the rank and file of the armies, both sides, and in those specimens amid the hospitals, and even the dead on the field"?

A) One
B) Two
C) Three
D) Four

12. Whitman uses **catalogs** to—

A) add details about people, things, and ideas
B) create a terse, concise writing style
C) branch into other subjects and topics
D) give his opinion about people, things, and ideas

13. What **rhetorical device** is used in this excerpt: "I have at night watched by the side of a sick man in the hospital. . . . I have seen his eyes flash and burn as he raised himself and recurred to the cruelties on his surrendered brother"?

A) Elliptical construction
B) Catalog
C) Parenthetical statement
D) Parallelism

FIFTEEN MINUTE TIMED WRITING *(20 points)*

14. On a separate piece of paper, explain how Whitman supports his opinion that a history of the real war should not be written, and state whether you agree or disagree. Support your ideas with details from the selection.

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Name _____ Class _____ Date _____

Selection Reading Focus

GRAPHIC ORGANIZER

When I Heard the Learn'd Astronomer Walt Whitman
A Noiseless Patient Spider Walt Whitman

VISUALIZING IMAGERY **As you read "A Noiseless Patient Spider," notice that many of the images in the first stanza have parallels in the second. Use the chart below to record the images from each line of the first stanza. Then, note any images in the second stanza that seem to correspond to the images you have listed from the first stanza. Use an additional sheet of paper if necessary.**

Images from Stanza 1	Images from Stanza 2	Analogy

AFTER YOU READ **For each set of images, explain the comparison in the third column.**

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Name _____ Class _____ Date _____

When I Heard the Learn'd Astronomer Walt Whitman
A Noiseless Patient Spider Walt Whitman

COMPREHENSION Circle the letter of the best answer to each of the following items. *(48 points; 6 points each)*

1. In "When I Heard the Learn'd Astronomer," what is the poet's reaction to the lecture?
   A) He is intrigued by the astronomer's words.
   B) He would rather gaze at the stars.
   C) He wants to become an astronomer.
   D) He dislikes anything to do with astronomy.

2. Which line from "When I Heard the Learn'd Astronomer" uses assonance to create a musical effect?
   A) "Look'd up in perfect silence at the stars."
   B) "When I heard the learn'd astronomer,"
   C) "Till rising and gliding out I wander'd off by myself."
   D) "When the proofs, the figures, were ranged in columns before me,"

3. The lecturer in "When I Heard the Learn'd Astronomer"—
   A) presented numerous visual aids during his lecture
   B) engaged the audience in group discussion
   C) asked the audience to look at the stars in the sky
   D) sat with the audience during his lecture

4. What text structure appears in "When I sitting heard the astronomer where he lectured with much applause in the lecture room"?
   A) Parallelism
   B) Repetition
   C) Inversion
   D) Elliptical construction

5. One of the main themes of "A Noiseless Patient Spider" is the—
   A) desire for connection
   B) beauty of nature
   C) danger of solitude
   D) mystery of science

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6. The gossamer thread in "A Noiseless Patient Spider" may symbolize the poet's—
   A) work ethic
   B) efforts
   C) clothing
   D) poetry

7. In "A Noiseless Patient Spider," which line might describe a poet revising the words of a poem?
   A) "And you, O my soul, where you stand,"
   B) "Surrounded, detached, in "measureless oceans of space,"
   C) "Ceaselessly musing, venturing, throwing, seeking the spheres to connect them,"
   D) "Till the gossamer thread you fling catch somewhere, O my soul."

8. "A Noiseless Patient Spider" can be interpreted as Whitman's desire for—
   A) his poetry to be read by future generations
   B) people to see the beauty of a spider web
   C) writers to end their loneliness by working with others
   D) an end to the fear of spiders

LITERARY FOCUS Circle the letter of the best answer to each of the following items. *(20 points; 5 points each)*

9. In "When I Heard the Learn'd Astronomer," what effect does Whitman create through the repetition of the word *when*?
   A) Excitement
   B) Expectation
   C) Patience
   D) Timelessness

10. In "A Noiseless Patient Spider," the speaker compares the spider's web to—
    A) the universe
    B) his thoughts
    C) sources of inspiration
    D) his own creations

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11. Which line from "A Noiseless Patient Spider" has a similar meaning to "I mark'd where on a little promontory it stood isolated"?

    A) "Mark'd how to explore the vacant cast surrounding,"

    B) "And you, O my soul, where you stand,"

    C) "Surrounded, detached, in measureless oceans of space,"

    D) "Till the gossamer thread you fling catch somewhere, O my soul."

12. In "When I Heard the Learn'd Astronomer," the poet contrasts looking at the stars with—

    A) listening to a lecture by an astronomer

    B) a perfect silence

    C) a mystical moist night

    D) hearing the applause in the lecture room

READING FOCUS Circle the letter of the best answer to each of the following items. *(10 points; 5 points each)*

13. The lines "And you, O my sou,l where you stand, / Surrounded, detached, in measureless oceans of space" evoke a sense of—

    A) vast deserts

    B) solitude

    C) eternity

    D) frantic activity

14. Which line from "When I Heard the Learn'd Astronomer" evokes an image of a bored listener?

    A) "When I sitting heard the astronomer where he lectured with much applause in the lecture room,"

    B) "How soon accountable I became tired and sick,"

    C) "Till rising and gliding out I wander'd off by myself."

    D) "Look'd up in perfect silence at the stars."

FIFTEEN MINUTE TIMED WRITING *(22 points)*

15. On a separate sheet of paper, write a paragraph that identifies a message about human experience in "When I Heard the Learn'd Astronomer," and explain how Whitman uses nature to communicate this message.

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Name _____ Class _____ Date _____

Unit 3: Collection 8

Selection Reading Focus

GRAPHIC ORGANIZER

Plenos Poderes Pablo Neruda

Full Powers Pablo Neruda, translated by Ben Belitt and Alastair Reid

UNDERSTANDING METAPHORS **As you read, use the chart below to record phrases, images, and metaphors from Neruda's poem that remind you of lines from Whitman's poems. Copy each line, and note the Whitman poem in which you found each similar line. Then, in the third column state how the lines from each poem are similar. Use a separate piece of paper if necessary.**

Lines from Neruda	Lines from Whitman	How the lines are similar

AFTER YOU READ **Review the lines you recorded on your chart as you read. Then, briefly compare the two poets, focusing on imagery and metaphor. Cite examples from your chart.**

_____

_____

_____

_____

_____

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Name _____ Class _____ Date _____

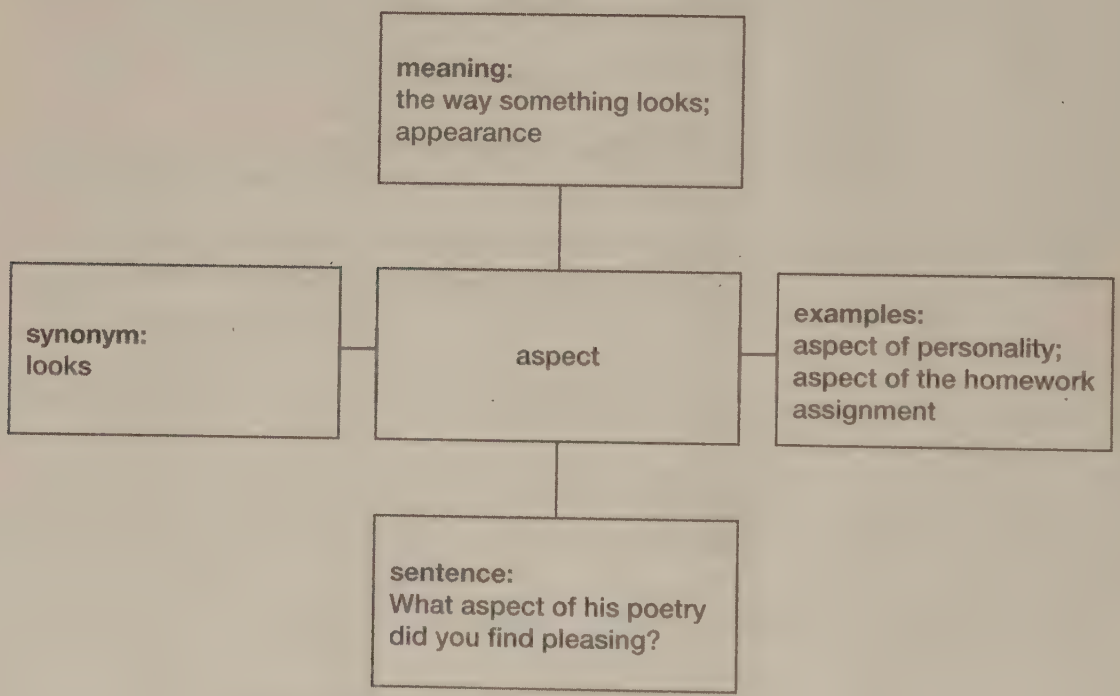
Unit 3: Collection 8
Vocabulary Development SKILL BUILDER

Plenos Poderes Pablo Neruda
Full Powers Pablo Neruda, translated by Ben Belitt and Alastair Reid

Activity 1: Semantic Mapping

Creating a semantic map can help you represent different types of word knowledge in graphic form. Based on the example, create a semantic map for each of these vocabulary words from "Full Powers" on your own paper: *teeming, forge, waver, spasm.*

Example



Activity 2: Exploring Deeper Meanings

Choose the statement that provides an accurate example of the meaning of each vocabulary word.

1. forge
   A) The artisan will have to move quickly to complete the metalwork.
   B) Once the oven is at the correct temperature, the artisan will shape the metal.
2. waver
   A) Did he pause and think over which way he wanted to go?
   B) Did his voice tremble as he told you which way he was going to go?

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3. spasm
   A) The swimmer got tired and slowed down.
   B) The swimmer got a burst of energy and shot forward.

4. aspect
   A) The tourists approached the castle from the north.
   B) From the north, the castle had a threatening appearance.

5. teeming
   A) In the meadow, the pond was alive with fish.
   B) In the meadow, the flowers seemed to dance in the wind.

Activity 3: Changing Contexts

Each vocabulary word from "Full Powers" is used at least once in the following paragraph. Fill in each word where it best fits the context.

Example The health inspectors discovered that the building was **teeming** with mold and bacteria.

teeming	waver	spasm
forge	aspect	

I stood on the hill and wondered what (6) _____ of the site I loved best. Was it the quiet above the (7) _____ city or the stunning view? I continued to (8) _____, first thinking it was the view, then thinking it was the serenity of the secluded site. Together the view and the serenity were the inspiration I needed, and I felt ready to return to my workshop and (9) _____ a metal sculpture of the place. Feeling a(n) (10) _____ of creativity, I took off running.

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Name _____ Class _____ Date _____

Plenos Poderes Pablo Neruda
Full Powers Pablo Neruda, translated by Ben Belitt and Alastair Reid

COMPREHENSION Circle the letter of the best answer to each of the following items. *(40 points; 5 points each)*

1. In the first stanza, where is the poet when he writes?
   A) In a busy cafe
   B) In a dark cavern
   C) In a sunny street
   D) In Walt Whitman's birthplace

2. Which quotation from the poem uses alliteration and assonance to create musical effects?
   A) "There is no way of explaining what does happen"
   B) "And so I am made up of a non-being, / and, as the sea goes battering at a reef"
   C) "while my eyes meanwhile take measure of the meadows"
   D) "Sometimes I puzzle over origins—"

3. Which image most strongly appeals to the sense of touch?
   A) "And I do not weary of going and returning."
   B) "and keep on opening broken doors to the sea / for it to fill the wardrobes with its foam"
   C) "Sometimes I puzzle over origins—"
   D) "And I know that I keep on going for the going's sake / and I sing because I sing and because I sing."

4. Where do the two lost channels carry the speaker?
   A) The first toward non-being and the second toward death
   B) The first toward the waves and the second toward the sky
   C) The first toward the window and the second toward the shade
   D) The first toward death and the second toward singing

5. The phrase "the fine threads spreading from a sea on fire" is an example of—
   A) an anecdote
   B) a paradox
   C) a couplet
   D) a simile

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6. The poet uses a great deal of imagery related to—
   A) industrialization
   B) the desert
   C) the forest
   D) water

7. What attitude toward death does Neruda express in this poem?
   A) He fears it.
   B) He welcomes it.
   C) He uses it as an inspiration for his poetry.
   D) He catalogs the pain it has caused him.

8. Unlike Walt Whitman, the speaker—
   A) believes that people are individuals
   B) lives a public as well as a private life
   C) lacks exuberance
   D) does not use poetry as a form of self-expression

VOCABULARY DEVELOPMENT Match the definition on the left with the vocabulary word on the right. On the line provided, write the letter of the correct vocabulary word. *(10 points; 2 points each)*

_____ 9. heat and shape metal

_____ 10. full of; alive with

_____ 11. move back and forth

_____ 12. sudden brief experience of intense energy or activity

_____ 13. the way something looks; appearance

A) waver
B) spasm
C) teeming
D) aspect
E) forge

LITERARY FOCUS Circle the letter of the best answer to each of the following items. *(15 points; 5 points each)*

14. What does the poet mean when he says "I forge the keys"?
   A) He writes poetry to unlock life's mysteries.
   B) He wants to bring his poetry to a wider audience.
   C) The world conspires against artists, especially poets.
   D) Like most poets, he is an impostor.

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15. What might the sea symbolize in this poem?
    A) Inspiration
    B) The power of life and regeneration
    C) The diversity of human experience
    D) The passing of time

16. The poet's singing is a **metaphor** for—
    A) hope
    B) the sea
    C) life
    D) music

READING FOCUS Circle the letter of the best answer to each of the following items. *(15 points; 5 points each)*

17. Through their poetry both Whitman and Neruda express their—
    A) awareness of the physical environment
    B) privileged backgrounds
    C) lack of education
    D) hidden motives

18. Both Whitman and Neruda write in a style known as—
    A) sonnet
    B) free verse
    C) ballad
    D) epic

19. The works of Whitman and Neruda reflect similar attitudes about—
    A) the importance of tradition
    B) the importance of success
    C) their connection to nature
    D) their fears for humankind

CONSTRUCTED RESPONSE *(20 points)*

20. On a separate sheet of paper, explain several ways that the poems of Walt Whitman and Pablo Neruda qualify as classics of world literature. Support your ideas with details from the poems.

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Name _____ Class _____ Date _____

Unit 3: Collection 8

Selection Reading Focus

GRAPHIC ORGANIZER

The Soul selects her own Society Emily Dickenson
This is my letter to the World Emily Dickenson

ANALYZING POEM STRUCTURE **Use the chart below to record each pair of rhyming words that you encounter in each poem, and note the stanza and line(s) in which they appear. In the third column, state whether the rhyme is exact or slant. Use an additional sheet of paper if necessary.**

Stanza/line	Rhyming words	Slant or exact rhyme?	Rhymes' effects

AFTER YOU READ **In the fourth column, briefly note the effect of each pair of rhyming words on the reader. For instance, are they pleasing to the ear? Do they emphasize an idea?**

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Name _____ Class _____ Date _____

The Soul selects her own Society Emily Dickenson
This is my letter to the World Emily Dickenson

COMPREHENSION Circle the letter of the best answer to each of the following items. *(50 points; 5 points each)*

1. In "The Soul selects her own Society," the soul shuts her door when—
   A) she is commanded to do so by her divine majority
   B) the emperor asks her to do so
   C) she has chosen the person with whom she belongs
   D) she is crushed by her responsibilities

2. In "The Soul selects her own Society," how does the soul react to the chariots and the emperor?
   A) The soul is unmoved.
   B) The soul is impressed.
   C) The soul bows to the pressure to react.
   D) The soul rebels in fury.

3. In "The Soul selects her own Society," after the soul chooses one society, she sometimes—
   A) blooms with renewed strength
   B) dies without regret
   C) makes everyone feel welcome
   D) shuts herself off from others

4. What can you infer about the soul from the words *shuts, unmoved,* and *close*?
   A) The soul detests all people.
   B) The soul controls her own fate.
   C) Once hurt, the soul can never recover.
   D) The soul requires divine intervention to change.

5. What does the ending of "This is my letter to the World" reveal about the speaker?
   A) She hopes her poetry becomes popular.
   B) She hopes people can understand her poetry.
   C) She hopes future readers are not too critical of her.
   D) She does not care about the opinions of other people.

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6. "The Soul selects her own Society" demonstrates the poet's—
   A) reliance on classical forms
   B) love for everyday language
   C) use of elaborate imagery and figures of speech
   D) strong sense of end rhyme

7. In "The Soul selects her own Society," the soul determines a person's—
   A) desire for change
   B) deepest relationships
   C) happiness
   D) self-confidence

8. In "This is my letter to the World," what can you infer from the lines "Her Message is committed / To Hands I cannot see—"?
   A) Dickinson wanted her poems to be published during her lifetime.
   B) Dickinson expected her poems to be read by others in the future.
   C) Dickinson wanted her poems destroyed after her death.
   D) Dickinson never expected anyone to read her poem.

9. Which lines in "This is my letter to the World" relate to the poet's reclusive nature?
   A) "This is my letter to the World / That never wrote to Me"
   B) "The simple News that Nature told— / With tender Majesty"
   C) "Her message is committed / To Hands I cannot see—"
   D) "for love of Her—Sweet—countrymen— / Judge tenderly—of Me"

10. In "for love of Her—Sweet—countrymen—," the speaker is referring to—
    A) unrequited love
    B) lost love
    C) love of Nature
    D) love for the people who live in the country

LITERARY FOCUS Circle the letter of the best answer to each of the following items. *(20 points; 5 points each)*

11. In "This is my letter to the World," using "Me" in the **exact rhymes** in lines 2 and 4 of both stanzas—
    A) reinforces the poem's majesty
    B) emphasizes the speaker of the poem
    C) allows the poet to downplay the neglect of the world
    D) calls attention to the message rather than the speaker

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12. The words from "The Soul selects her own Society" that contain an **exact rhyme** are—
    A) one / stone
    B) door / more
    C) society / majority
    D) nation / attention

13. Which words from "This is my letter to the World" contain an **exact rhyme**?
    A) World / told
    B) Majesty / tenderly
    C) see / Me
    D) wrote / told

14. In "The Soul Selects her own Society," what makes "pausing / kneeling" and "Gate / Mat" **slant rhymes**?
    A) Similar but not identical vowel sounds
    B) Identical number of syllables
    C) Identically stressed vowel sounds
    D) Identical final consonants

READING FOCUS Circle the letter of the best answer to each of the following items. *(10 points; 5 points each)*

15. What **rhyme scheme** is used in the first stanza of "This is my letter to the World"?
    A) Every line ends in a slant rhyme.
    B) Every line ends in an exact rhyme.
    C) Every other line ends in a slant rhyme; the other lines use internal rhyme.
    D) Every other line ends in a slant rhyme; the other lines end in exact rhymes.

16. What **rhyme scheme** is used in the first stanza of "The Soul selects her own Society"?
    A) Every line ends in a slant rhyme.
    B) Every line ends in an exact rhyme.
    C) Every other line ends in a slant rhyme; the other lines use internal rhyme.
    D) Every other line ends in a slant rhyme; the other lines end in exact rhymes.

FIFTEEN MINUTE TIMED WRITING *(20 points)*

17. On a separate piece of paper, describe the effect that slant rhyme creates in Dickinson's poems. Then, explain how Dickinson's use of slant rhyme is similar or dissimilar to the lyrics of hip-hop or another type of music. Support your ideas with details from one or both poems.

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Name _____ Class _____ Date _____

Unit 3: Collection 8

Selection Reading Focus

GRAPHIC ORGANIZER

Success is counted sweetest Emily Dickenson

ANNOTATING A POEM AND UNDERSTANDING RHYTHM **As you read "Success is counted sweetest," use the chart below to record your annotations. In the first column, write lines from the poem that require close attention. In the second column, write comments, questions, or explanations about each. In the third column, note the techniques Dickinson uses to create rhythm. Use another sheet of paper if necessary.**

Line(s)	Annotations	Techniques That Create Rhythm

AFTER YOU READ **Review the annotations you wrote while reading this poem. Use them to write a short explanation of the poem's message and how its rhythm affects its meaning.**

_____

_____

_____

_____

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Tell all the Truth but tell it slant Emily Dickenson
Success is counted sweetest Emily Dickenson

COMPREHENSION Circle the letter of the best answer to each of the following items. *(50 points; 5 points each)*

1. According to the speaker in "Tell all the Truth but tell it slant," the truth is—
   A) a lie
   B) awesome
   C) present in everything
   D) poetic

2. How does the speaker in "Tell all the Truth but tell it slant" say the truth should be revealed?
   A) Gradually
   B) All at once
   C) Not at all
   D) Often

3. According to the speaker in "Tell all the Truth but tell it slant," a slant truth is a—
   A) social lie
   B) major falsehood
   C) major truth
   D) partial truth

4. According to the speaker in "Success is counted sweetest," the people who value success the most are the ones who have—
   A) already achieved it
   B) failed at something
   C) never attempted anything
   D) succeeded early in life

5. The nectar in "Success is counted sweetest" symbolizes—
   A) a sweet beverage
   B) poison
   C) failure
   D) an achievement

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6. What is the tone of "Success is counted sweetest"?
   A) Arrogant
   B) Sorrowful
   C) Ironic
   D) Optimistic

7. Dickinson may have written "Success is counted sweetest" as a comment on her own—
   A) lack of publishing success
   B) longing for companionship
   C) dependence on her family
   D) anger toward her beloved

8. In "Tell all the Truth but tell it slant," Dickinson uses a straightforward, neutral tone to emphasize the fact that the speaker is recommending—
   A) speaking from the heart
   B) telling less than the whole truth
   C) being theatrical and dramatic
   D) expressing oneself with delight

9. Which image appeals most strongly to the sense of sound?
   A) "To comprehend a nectar / Requires sorest need."
   B) "As he defeated—dying— / On whose forbidden ear"
   C) "The Truth must dazzle gradually / Or every man be blind—"
   D) "The distant strains of triumph / Burst agonized and clear!"

10. In "Tell all the Truth but tell it slant," Dickinson compares truth to—
    A) a blind man
    B) a lie
    C) a lightbulb
    D) lightning

LITERARY FOCUS Circle the letter of the best answer to each of the following items. *(20 points; 5 points each)*

11. The rhythm of "Success is counted sweetest" is mostly based on—
    A) unstressed syllables
    B) primarily stressed syllables
    C) both unstressed and stressed syllables
    D) no established pattern

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12. Which lines from "Tell all the Truth but tell it slant" are an **epigram**?
    A) "Tell all the Truth but tell it slant— / Success in Circuit lies"
    B) "The Truth must dazzle gradually / Or every man be blind—"
    C) "Too bright for our infirm Delight / The Truth's superb surprise"
    D) "The Truth's superb surprise / As Lightning to the Children eased"

13. How do the lines "As Lightning to the Children eased / With explanation kind" contribute to the **epigram** in "Tell all the Truth but tell it slant"?
    A) By exemplifying telling the truth
    B) By setting up the turn in the last lines
    C) By clarifying "for our infirm Delight" in line 3
    D) By providing a scientific explanation of telling the truth

14. What pattern is used in an iamb?
    A) One unstressed syllable followed by one stressed syllable
    B) Two unstressed syllables followed by one stressed syllable
    C) One line ending in slant rhyme followed by one line ending in exact rhyme
    D) All lines ending in slant rhyme except the last line

READING FOCUS Circle the letter of the best answer to each of the following items. *(10 points; 5 points each)*

15. Which annotation best explains "forbidden ear" in "As he defeated—dying— / On whose forbidden ear / The distant strains of triumph / Burst agonized and clear!"?
    A) The person who should not have an ear
    B) The person whose ear is lost
    C) The person who is not supposed to hear
    D) The person who is unable to hear

16. Which group of words best describes the process of writing annotations?
    A) Identifying, reviewing, evaluating
    B) Notetaking, summarizing, memorizing
    C) Comparing, contrasting, paraphrasing
    D) Notetaking, clarifying, interpreting

CONSTRUCTED RESPONSE *(20 points)*

17. Select one of the poems by Dickinson, and describe the feelings it evokes in you on a separate sheet of paper. Cite at least two figures of speech the poet uses to evoke this emotion. Support your ideas with details from the poem.

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Name _____ Class _____ Date _____

Unit 3: Collection 8

Selection Reading Focus

GRAPHIC ORGANIZER

Because I could not stop for Death Emily Dickinson

SUMMARIZING A TEXT AND UNDERSTANDING IRONY **As you read, use the chart below to summarize the events in each stanza and determine when the events occur. In the final column, note any irony in the stanza. Use an additional sheet of paper if necessary.**

Stanza	Summary of the stanza	When the events take place	Irony

AFTER YOU READ **Review the information you recorded on your chart. Write a sentence or two about Dickinson's use of irony and how it helps convey the poem's message.**

_____

_____

_____

_____

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Name _____ Class _____ Date _____

Unit 3: Collection 8

Selection Reading Focus

GRAPHIC ORGANIZER

Much Madness is divinest Sense Emily Dickinson

PARAPHRASING A TEXT AND UNDERSTANDING PARADOX **As you read, use the chart below to record any lines that puzzle you. In the second column, paraphrase the lines in your own words. Then, in the third column, explain any paradox the lines may contain. Use an additional sheet of paper if necessary.**

Puzzling Lines	Paraphrase	Explanation of Paradox

AFTER YOU READ **Review the information you recorded on your chart. Write a sentence or two about Dickinson's use of paradox and how it helps convey the poem's message.**

_____

_____

_____

_____

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Name _____ Class _____ Date _____

Unit 3: Collection 8

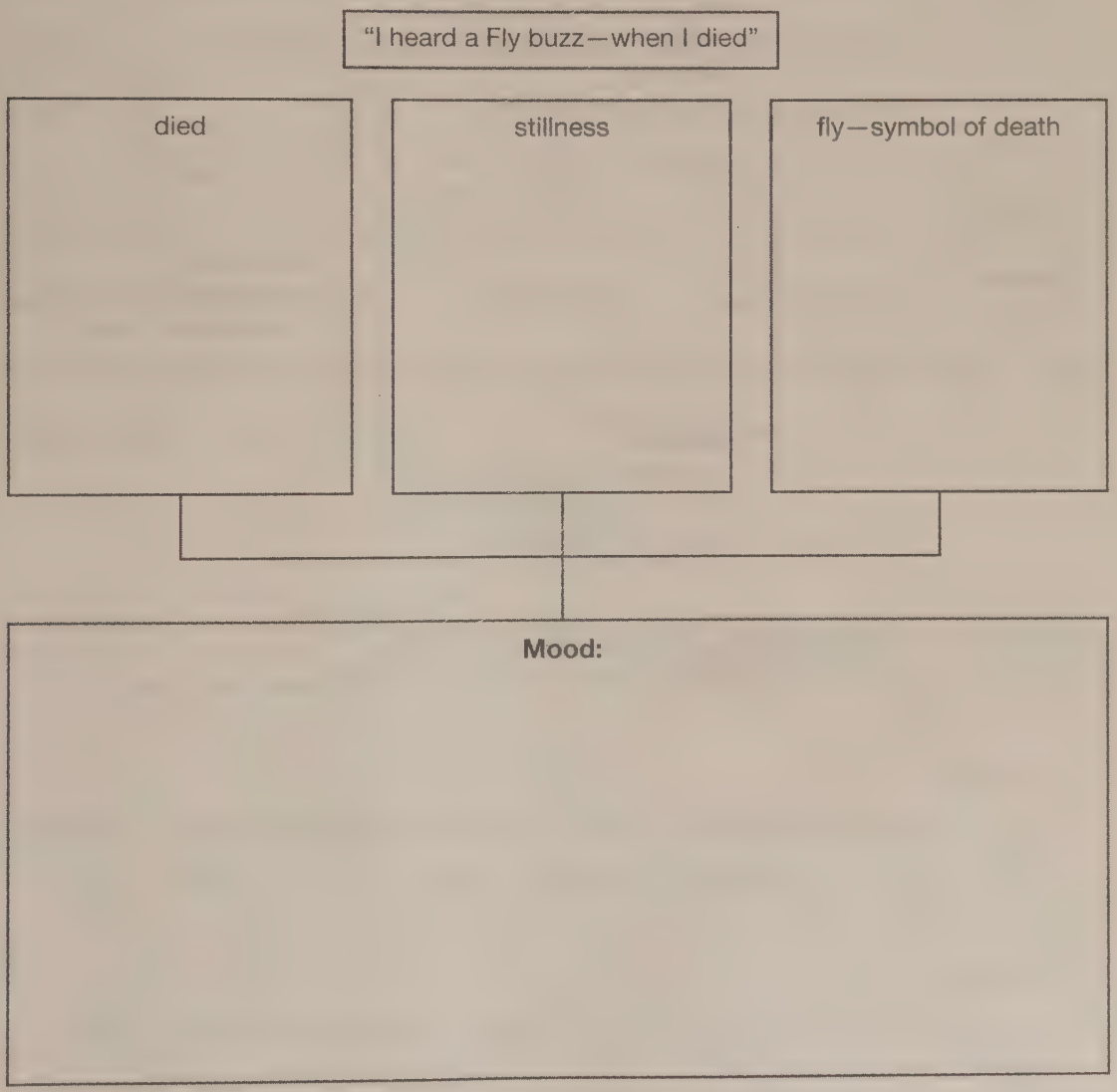
Selection Reading Focus

GRAPHIC ORGANIZER

I heard a Fly buzz—when I died Emily Dickinson
My life closed twice before its close

Emily Dickinson

UNDERSTANDING MOOD **Use a graphic organizer like the one below to note words and images that work together to establish the mood of "I heard a Fly buzz—when I died" and "My life closed twice before its close."**



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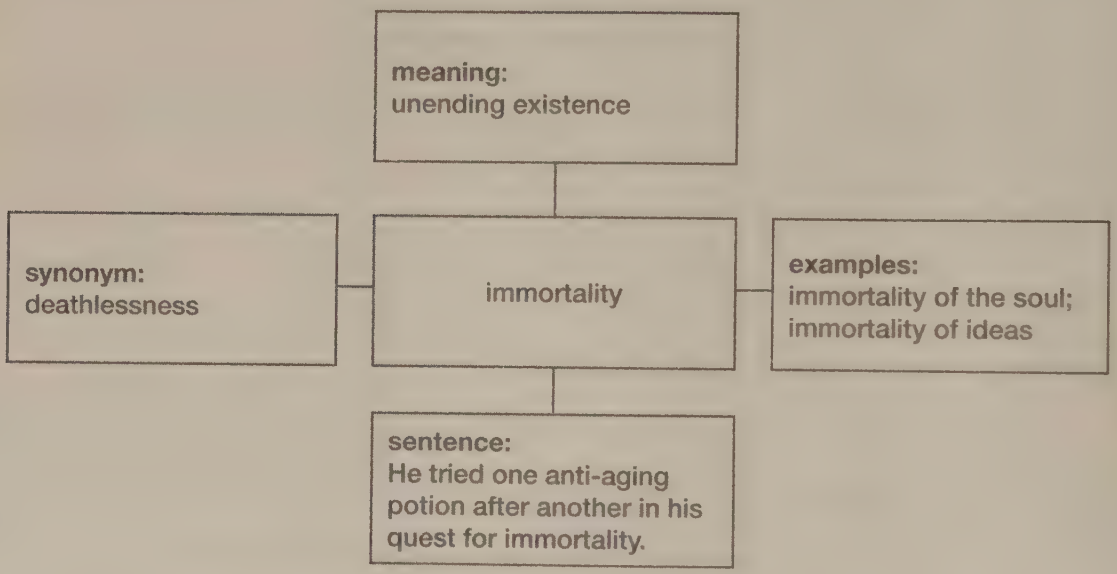
Because I could not stop for Death Emily Dickinson

Activity 1: Semantic Mapping

Creating a semantic map can help you represent different types of word knowledge in graphic form. Based on the example, create a semantic map for each of these vocabulary words from "Because I could not stop for Death" on your own paper: *civility, surmised.*

Example



Activity 2: Exploring Deeper Meanings

Choose the statement that provides an accurate example of the meaning of each vocabulary word.

1. immortality
   A) The words of Martin Luther King, Jr., have the quality of living for all eternity.
   B) The call for racial equality by Martin Luther King, Jr., is his legacy to the world.

2. surmised
   A) The speaker carefully pondered the question and gave his weighty analysis.
   B) The speaker speculated that one of the solutions was the best option.

3. civility
   A) The new employee was impressed with her coworkers' expertise.
   B) The new employee was impressed with the courteousness of her coworkers.

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Activity 3: Changing Contexts

Each vocabulary word from "Because I could not stop for Death" is used at least once in the following paragraph. Fill in each word where it best fits the context.

Example I foolishly **surmised** that I should turn left; had I read the map I would have realized that the correct route was to the right.

immortality civility surmised

Modern-day quests for (4) _____ include cryogenic freezing. Cryogenic freezing involves freezing the body after death in the hope that a cure will be found for whatever ails the person. Proponents of cryogenic freezing believe in (5) _____; they believe that people can live forever. They have (6) _____ that freezing their bodies is the best way to cheat death regardless of the lack of supporting evidence. Other people do not believe in (7) _____ and view cryogenic freezing as foolish and a waste of money. Whatever you believe, be sure to treat others with (8) _____ if the topic comes up in discussion.

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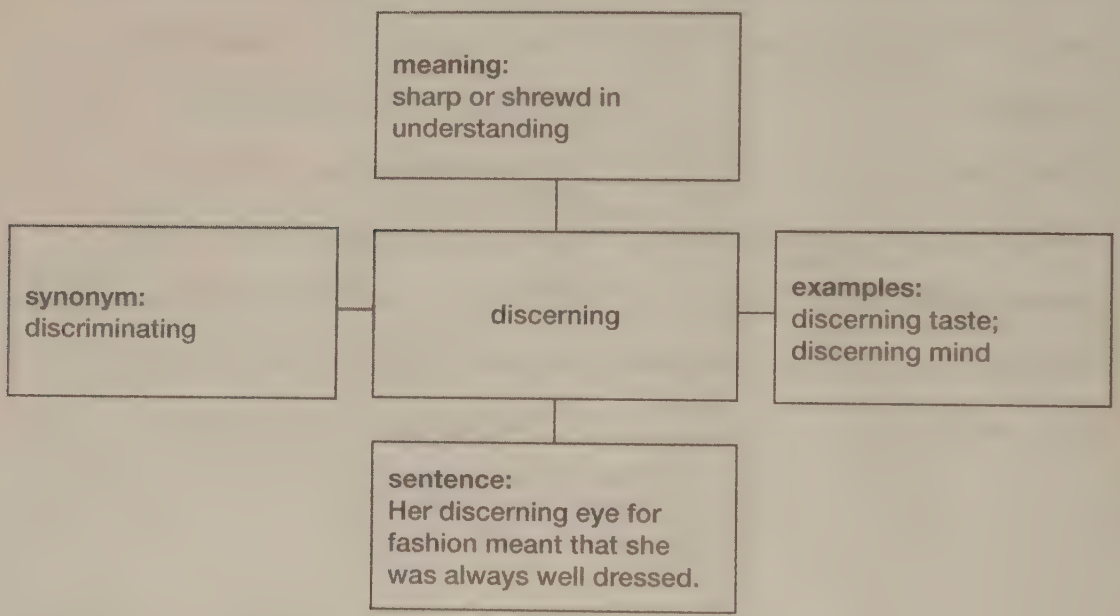
Much Madness is divinest Sense Emily Dickinson

Activity 1: Semantic Mapping

Creating a semantic map can help you represent different types of word knowledge in graphic form. Based on the example, create a semantic map for each of these vocabulary words from "Much Madness is divinest Sense" on your own paper: *assent, demur.*

Example



Activity 2: Exploring Deeper Meanings

Choose the statement that provides an accurate example of the meaning of each vocabulary word.

1. assent
   A) The teen asked his mother, "Will you agree to my working as a guide?"
   B) The teen told his mother, "I have signed up to work as a guide."
2. demur
   A) The teen's mother said, "I have to object to your plan to work as a guide."
   B) The teen's mother said, " I agree with your plan to work as a guide."
3. discerning
   A) The teenager was especially proud of being chosen as the lead guide.
   B) The teenager was especially proud of recognizing the most dangerous trails.

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Activity 3: Changing Contexts

Each vocabulary word from "Much Madness is divinest Sense" is used at least once in the following paragraphs. Fill in each word where it best fits the context.

Example In the past, tradition required a prospective groom to ask his girlfriend's father to **assent** to the marriage.

discerning assent demur

Jason knew that his paper was late and his teacher was unlikely to (4) _____ to an extension, but he was still going to try. The teacher's (5) _____ eyes seemed to read his mind. "Is this about the assignment that was due last week?" she asked.

"Before you (6) _____, please hear me out," Jason pleaded. "I know that I have turned in carelessly prepared essays and late homework and that I hardly ever participate in class discussions, but I am willing to change."

The teacher stared at him steadily as if willing her eyes not to roll. "Why should I (7) _____ to any proposal you may have?" she asked.

"I ask you to (8) _____ to my request this time because I am certain I can write a(n) (9) _____ essay on my topic."

"What is your topic?" the teacher asked.

"Jason replied, "One-hundred and one excuses students give their teachers."

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Because I could not stop for Death, Much Madness is divinest Sense, I heard a Fly buzz—when I died, My life closed twice before its close

Emily Dickinson

COMPREHENSION Circle the letter of the best answer to each of the following items. *(30 points; 6 points each)*

1. The things that the Death's carriage passes in "Because I could not stop for Death" are noteworthy because they—
   A) represent modern industrialization
   B) embody the society that Dickinson avoided
   C) are a microcosm of the world Dickinson knew
   D) show that Dickinson regretted her seclusion

2. In "Much Madness is divinest Sense," Dickinson compares—
   A) conformity and nonconformity
   B) methods of treating the mentally ill
   C) common sense and the majority
   D) madness and a chain

3. How does the speaker react to death in "I heard a Fly buzz—when I died"?
   A) She is angry to be taken so soon.
   B) She accepts death quietly.
   C) She vows to overcome her illness.
   D) She strikes a bargain with God.

4. What does the speaker mean in the lines "I willed my Keepsakes—Signed away / What portion of me be / Assignable" from "I heard a Fly buzz—when I died"?
   A) That she gave away everything she had
   B) That she gave away the most important things she had
   C) That she gave away things, but not her soul, which cannot be given away
   D) That she gave away the important part of herself, but could not give all of herself away

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5. How does the speaker feel about loss in "My life closed twice before its close"?
   A) She wants to join her loved ones in death.
   B) She is angry that her loved ones died before she did.
   C) She feels that she knows everything about the nature of heaven.
   D) She feels that she knows the important information about the nature of hell.

VOCABULARY DEVELOPMENT Write *T* or *F* next to each statement to tell whether it is true or false. Use the underlined vocabulary words and context clues to help you make your choices. *(10 points; 2 points each)*

_____ 6. The well-read man had **discerning** tastes in literature.

_____ 7. The judge felt that the trial had been fair and was unlikely to **demur** to the lawyer's request for a retrial.

_____ 8. The painter said he was willing to **assent** to any color if the man would just make up his mind.

_____ 9. Anti-aging creams offer users the false promise of **immortality**.

_____ 10. The student **surmised** the information she used in her essay after doing a lot of research.

VOCABULARY SKILL Match the definition on the left with the word on the right. Use the derivational suffix to help you determine the meaning of each word. *(10 points; 2 points each)*

_____ 11. full of danger

_____ 12. self-assurance

_____ 13. amusing cleverness

_____ 14. having a foul odor

_____ 15. oddity or irregularity

A) abnormality
B) wittiness
C) malodorous
D) confidence
E) perilous

LITERARY FOCUS Circle the letter of the best answer to each of the following items. *(20 points; 5 points each)*

16. The way Death is portrayed in "Because I could not stop for Death" is ironic because Death is seen as—
   A) inevitable
   B) polite
   C) avoidable
   D) exciting

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17. What is ironic about the buzzing of the fly in "I heard a Fly buzz—when I died"?
    A) Unlike the speaker, the fly is aware of death.
    B) The beauty of the fly distracts the speaker from the reality of death.
    C) The speaker and her family might expect the messiah but got a fly instead.
    D) The buzzing of the fly makes the speaker cling harder to life and her family.

18. In "Much Madness is divinest Sense," defining madness as the "divinest Sense" is an example of—
    A) a paradox
    B) an allusion
    C) a metaphor
    D) an illusion

19. Which word best describes the **mood** of the first two stanzas of "I heard a Fly buzz—when I died"?
    A) Repulsion
    B) Fear
    C) Expectation
    D) Atonement

READING FOCUS Circle the letter of the best answer to each of the following items. *(10 points; 5 points each)*

20. In "Because I could not stop for Death," the speaker—
    A) does not have time to mourn a relative's death
    B) does all she can to avoid dying
    C) travels with Death to her tomb
    D) observes Death taking a friend

21. Which of the following best **paraphrases** "My life closed twice before its close"?
    A) I've lost two suitors in my life.
    B) I came close to death twice in my life.
    C) I closed the door on others twice before.
    D) I've known great loss two times.

FIFTEEN MINUTE TIMED WRITING *(20 points)*

22. On a separate sheet of paper, explain how Emily Dickinson uses irony and tone to demystify death in "I heard a Fly buzz—when I died," "My life closed twice before its close," or "Because I could not stop for Death." Support your ideas with details from the poem.

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Name _____ Class _____ Date _____

Unit 3: Collection 8

Selection Reading Focus

GRAPHIC ORGANIZER

"I sing . . . because I am afraid" Emily Dickinson

ANALYZING PRIMARY SOURCES **As you read Dickinson's letters, use the chart below to keep track of information you learn about Dickinson. In the first column, record excerpts and details that provide information about Dickinson. In the second column, state what this information reveals about Dickinson's life and her personality and attitudes. Use an additional sheet of paper if necessary.**

Excerpts/ Details	What You Learn About Dickinson

AFTER YOU READ **Review what you recorded in your chart. Referring to these letters, write a paragraph describing how Dickinson's life experiences and personality are reflected in her poems.**

_____

_____

_____

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Name _____ Class _____ Date _____

Unit 3: Collection 8
Selection Test
INFORMATIONAL TEXT

"I sing . . . because I am afraid" Emily Dickinson

COMPREHENSION Circle the letter of the best answer to each of the following items. *(49 points; 7 points each)*

1. What does Dickinson reveal about herself when she writes, "Thank you for the surgery; it was not so painful as I supposed"?
   A) She was unable to accept criticism.
   B) She was overly sensitive.
   C) She had been worried about what Higginson would think of her.
   D) She had been worried about what Higginson would think of her poetry.

2. Mr. Higginson may have inquired about Dickinson's books because—
   A) he suspected Dickinson copied poems rather than writing them herself
   B) he wanted to know what writers may have influenced Dickinson
   C) he wanted to send her a gift of a book
   D) he wanted to know if she had read any of his books

3. You can infer from this letter that Dickinson—
   A) wanted Higginson's feedback on her poems
   B) was in love with Higginson
   C) knew her poetry was not that good
   D) was hoping Higginson would come visit her

4. Dickinson's primary purpose for initially writing to Higginson was to—
   A) thank him for critiquing her work
   B) thank him for his get-well wishes
   C) ask him to visit her
   D) seek his advice about her poetry

5. Dickinson writes that her lexicon was her only companion because—
   A) her family was distant and cold
   B) she had no neighbors she could be friends with
   C) she lacked tutors
   D) she lacked books

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6. According to Dickinson, her second tutor left because—
   A) he was dissatisfied with having her as a student
   B) she was dissatisfied with having him as a teacher
   C) her father disapproved of her learning
   D) her mother needed her to do chores

7. In her letter, Dickinson reveals her relationship with her mother by—
   A) showing how they are dissimilar
   B) stating what her mother says
   C) using unflattering adjectives
   D) directly stating what she feels for her mother

INFORMATIONAL TEXT FOCUS Circle the letter of the best answer to each of the following items. *(30 points; 10 points each)*

8. In her letters, Dickinson—
   A) writes in a clear, direct style
   B) is secretive about some details about herself
   C) is open and forthright
   D) reveals no information about herself

9. Emily Dickinson's letter is a **primary source** because it—
   A) was written from the first-person point of view
   B) contains observations from a real person
   C) was written during the 1800s
   D) provides firsthand information about the writer

10. In what way are Dickinson's letters distinctly different from her poems?
    A) Her letters are more wordy than her poems.
    B) Her letters are more focused than her poems.
    C) Her letters reveal more about her internal thoughts than her poems do.
    D) Her letters include few, if any, connections to nature.

CONSTRUCTED RESPONSE *(21 points)*

11. On a separate sheet of paper, write a paragraph explaining what you learned about Dickinson from her letters. Include an explanation of how her letters affect your understanding of her poems and your interest in Dickinson as a writer. In a second paragraph, list one or two questions you would ask Dickinson if you could. Explain why you chose those questions.

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Emily Dickinson Lucha Corpi

COMPREHENSION Circle the letter of the best answer to each of the following items. *(65 points; 5 points each)*

1. Based on Corpi's comments in "Emily Dickinson," you can conclude that she—
   A) believes she will be as famous as Dickinson some day
   B) believes that writing is hard work
   C) doubts that she will ever be a successful poet
   D) admires people who are creative

2. You can infer that one of the reasons Corpi wrote "Emily Dickinson" was to—
   A) poke fun at Dickinson's poetry
   B) promote her own poetry
   C) show her kinship with Dickinson
   D) describe the process of writing poetry

3. According to the speaker, Dickinson belongs to today because—
   A) her ideas resonate with people today
   B) she was ahead of her time
   C) her writing was published after her death
   D) her poetry is gaining in popularity

4. According to the speaker, she and Dickinson are alike because they both write—
   A) in a similar style
   B) about the same subjects
   C) for themselves and not others
   D) about ideas that are difficult to express

5. What is the tone of this poem?
   A) Despairing
   B) Admiring
   C) Regretful
   D) Amusing

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6. Which statement most closely resembles the meaning of the first stanza?
   A) I am waiting for my ship to come in.
   B) I am waiting for my ship to take off.
   C) I long for the slower pace of the past.
   D) A watched pot never boils.

7. What do the "migrant workers in search of floating gardens" and "weavers of singulars" have in common?
   A) They are looking for jobs.
   B) They are creators.
   C) They are unaware of their own worth.
   D) They work in solitude.

8. According to this poem, the migrant workers are searching for—
   A) an elusive dream
   B) a grand garden
   C) utopia
   D) a place to cultivate their skills

9. The speaker of the poem seems to be a person who—
   A) wishes she had lived during Dickinson's time
   B) finds it difficult to write
   C) believes she is a better writer than she is
   D) is passionate about writing

10. According to the poem, which statement best reflects the speaker's viewpoint on writing?
    A) I like to take my time to write.
    B) I have so much unsaid that I want to say.
    C) I want to be just like Emily Dickinson.
    D) I want to be famous someday.

11. The images of "cultivators of the unsayable," "weavers of singulars," and searching migrant workers in the last stanza are best described as—
    A) driven
    B) contradictory
    C) complacent
    D) angry

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12. Which of the following is a tactile sensory image?
    A) "when what is unborn / begins to throb"
    B) "the progression of that hour"
    C) "cultivators of / the unsayable"
    D) "weavers / of singulars, migrant workers in search"

13. Which of the following evokes an image of time standing still?
    A) "the bays where / day is anchored to / wait for its hour"
    B) "the progression of that hour / when what is unborn / begins to throb"
    C) "Like you, I belong to yesterday,"
    D) "floating gardens as yet / unsown, as yet / unharvested."

LITERARY FOCUS Circle the letter of the best answer to each of the following items. *(15 points; 5 points each)*

14. "We are cultivators of the unsayable" is a **metaphor** for—
    A) poets
    B) speech therapists
    C) censored writers
    D) forbidden subjects

15. In this poem, the lines "the progression of that hour / when what is unborn / begins to throb" may be a **metaphor** for—
    A) a seed sprouting
    B) a clock ticking
    C) an idea forming
    D) a baby birthing

16. The poem "Emily Dickinson" can be seen as an extended **metaphor** for—
    A) growth
    B) creativity
    C) time
    D) wistfulness

CONSTRUCTED RESPONSE *(20 points)*

17. Corpi uses many words with the *un-* prefix: *unborn, unsayable, unsown*, and *unharvested*. Explain what metaphors she creates through these words, and describe the link between them. Then, write a sentence or two explaining your reaction to the use of negative words. Do you think they helped or hindered your understanding of the poem?

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Name _____ Class _____ Date _____

Unit 3: Collection 8

Collection Summative Test

COMPREHENSION Circle the letter of the best answer to each of the following items. *(30 points; 6 points each)*

1. In *Song of Myself,* Whitman uses the first-person point of view to make his poem more—
   A) unconventional
   B) like a factual report
   C) of an expression of himself
   D) lively and amusing

2. "A Sight in Camp in the Daybreak Gray and Dim" and *Specimen Days* contain—
   A) the theme of betrayal
   B) the argument that America has been hopelessly harmed by the Civil War
   C) attempts to explain why the North won the Civil War
   D) descriptions of soldiers killed in the Civil War

3. In "Much Madness is divinest Sense," Dickinson argues that—
   A) people must conform if society is to function
   B) insane people must be treated for the sake of society
   C) society tries to force people to conform
   D) poets are the only truly sane people

4. In "I heard a Fly buzz—when I died," the speaker prepared for death by—
   A) catching a fly
   B) offering the King her room
   C) writing to everyone she loved
   D) willing away her possessions

5. In the fifth stanza of "Because I could not stop for Death," the horses pause at the House because—
   A) it is the only familiar place
   B) they are too frightened to proceed any farther
   C) they are in need of food and water
   D) it is the grave in which the speaker will be buried

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VOCABULARY DEVELOPMENT Write on the lines the word from the Word Bank that best matches each definition. Then, unscramble the boxed letters to form a phrase that describes a topic of many of Whitman's and Dickinson's poems. *(10 points; 2 points each)*

surmised civility waver conveyed infernal

6. communicated ___ ☐ ☐ ___ ___ ___ ___ ___
7. guessed ___ ☐ ☐ ___ ___ ___ ___ ☐
8. detestable ___ ___ ___ ___ ☐ ___ ☐ ☐
9. move back and forth ☐ ☐ ___ ___ ___
10. polite behavior ___ ___ ___ ___ ☐ ___ ☐ ___

Topic: ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

VOCABULARY SKILL Match each word in the Word Bank to the description of a person who possesses this quality or characteristic. Write each word on the line. *(10 points; 2 points each)*

genuineness glibness suspicious
courageous insincerity

_____ 11. a person who is full of disbelief

_____ 12. a brave person

_____ 13. a person who is not honest

_____ 14. a person who has a real and unpretentious nature

_____ 15. a person who has a smooth way of talking

LITERARY FOCUS Circle the letter of the best answer to each of the following items. *(20 points; 5 points each)*

16. Which quotation from "Tell all the Truth but tell it slant" uses both **alliteration** and **assonance** to create a musical effect?
    A) "Too bright for our infirm Delight"
    B) "Tell all the Truth but tell it slant"
    C) "The Truth's superb surprise"
    D) "Success in Circuit lies"

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17. Which is the best statement of the **theme** of "Success is counted sweetest"?
    A) Those who have experienced failure best understand success.
    B) Those who have experienced failure are doomed to repeat it.
    C) Success often takes you by surprise.
    D) Nothing matters more than success.

18. Whitman's use of **cadence** forms the basis of his—
    A) rhymes
    B) essays
    C) sonnets
    D) free verse

19. In "My life closed twice before its close," the " third event" could be a **metaphor** for—
    A) the speaker's third decade of life
    B) a milestone in the speaker's life
    C) another chance for love or close friendship
    D) the loss of a person close to the speaker

READING FOCUS Circle the letter of the best answer to each of the following items. *(10 points; 5 points each)*

20. What is the best **paraphrase** of "If you want me again look for me under your boot-soles" from "The spotted hawk swoops by"?
    A) If you think of me again, remember how you used to kick me.
    B) Think of me every time you look at the soles of your boots.
    C) After I die, you can find me in the dust and dirt that sticks to your boots.
    D) If you want me, give me a sign by looking at the soles of your boots.

21. In the poem "Full Powers," Pablo Neruda pays homage to Walt Whitman with the phrase—
    A) "I recover space"
    B) "I do not weary"
    C) "I can sing"
    D) "I puzzle over origins"

CONSTRUCTED RESPONSE *(20 points)*

22. On a separate sheet of paper, compare Whitman and Dickinson. For each, give at least three details that describe their poetry, writing style, and/or contribution to literature. Then, identify one or two poems from this collection that you especially liked or disliked, and explain why.

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Name _____ Class _____ Date _____

Unit 3

Unit Vocabulary Review

SKILL BUILDER

Academic and Literary Vocabulary

On the line provided, write the vocabulary word that best completes each sentence.

criteria advocate principle fundamental subsequent

1. What _____ do you use to determine what food to purchase from the cafeteria?
2. A(n) _____ expectation that most consumers have is that a product will not break down immediately after purchase.
3. The police do not _____ the use of force against demonstrators.
4. The con man's deceit showed that he was not a man of _____.
5. She wrote her first novel in a hurry; _____ novels were longer and full of more detail.

Match the definition on the right with the vocabulary word on the left. On the line provided, write the letter of the phrase that best defines each vocabulary word.

_____ 6. diction
_____ 7. theme
_____ 8. point of view
_____ 9. irony
_____ 10. catalog
_____ 11. alliteration
_____ 12. slant rhyme
_____ 13. paradox
_____ 14. cadence
_____ 15. refrain

A) in general, a discrepancy between appearances and reality
B) a statement that appears self-contradictory but reveals a kind of truth
C) a word, phrase, line, or group of lines that is repeated for effect in a poem or song
D) a rhyming sound that is not exact
E) the natural, rhythmic rise and fall of a language as it is normally spoken
F) the repetition of the same or similar consonant sounds in words that are close together
G) a long list of related things, people, or events
H) the insight about human life that is revealed in literary work
I) the vantage point from which the writer tells a story
J) a speaker's or writer's choice of words

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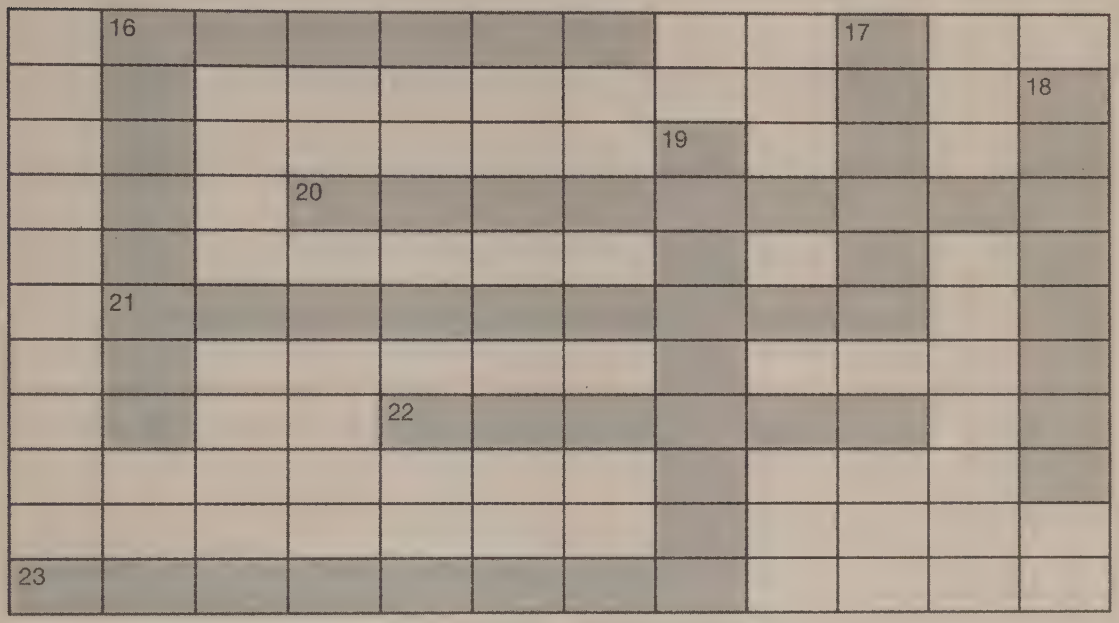
Selection Vocabulary

Complete the crossword puzzle with the words in the Word Bank. Use the clues below the puzzle to help you.

blithe	malign	comply	perilous	subjected
melodious	civility	ardently	interpose	



Across

16. obey; agree to a request or command
20. made to experience some action or treatment
21. put forth in order to interfere
22. harmful; evil
23. dangerous and risky

Down

16. courteous or polite behavior
17. happy and cheerful
18. in a way that is intensely passionate and eager
19. sweet sounding; musical

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Vocabulary Skills: Suffixes that Form Nouns

Complete the following chart by adding a suffix from the Word Bank to each word to form a noun. Be sure to drop the final letter from the root if necessary. Write a brief definition for each noun that you form.

-ance -ancy -tion -ment -ity
-ence -ency -sion -ness

Word	Suffix	Noun	Meaning of Word
24. creative			
25. reinforce			
26. deceitful			
27. accept			
28. ascend			
29. complacent			
30. agitate			
31. correspond			
32. extend			

Vocabulary Skills: Context Clues

Circle the letter of the word that matches the meaning of the underlined word. Use context clues to help make your choices.

33. The dishonest employee stole money for years, but eventually an audit revealed his embezzlement.
    a. deception b. crookedness c. stealing d. error

34. The carpenters shored up the floors as the first repair of the cottage's renovation.
    a. assembly b. remodeling c. fabrication d. structure

35. The transfer student's congeniality helped her to make many new friends.
    a. likeability b. complexion c. transformation d. brilliance

36. The pirates demanded the relinquishment of all the ship's gold.
    a. payment b. theft c. renewal d. surrender

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Name _____ Class _____ Date _____

Unit 3

Unit Summative Test

This test asks you to use the skills and strategies you have learned in this unit. Read the following poems, and then answer the questions that follow them.

Aboard at a Ship's Helm

by Walt Whitman

Aboard at a ship's helm,
A young steersman steering with care.
Through fog on a sea-coast dolefully ringing,
An ocean-bell—O a warning bell, rock'd by the waves.
O you give good notice indeed, you bell by the sea-reefs ringing,
Ringing, ringing, to warn the ship from its wreck-place.

For as on the alert O steersman, you mind the loud admonition,
The bows turn, the freighted ship tacking speeds away under her gray sails,
The beautiful and noble ship with all her precious wealth speeds away gayly and safe.
But O the ship, the immortal ship! O ship aboard the ship!
Ship of the body, ship of the soul, voyaging, voyaging.

The Moon is distant from the Sea

by Emily Dickinson

The Moon is distant from the Sea—
And yet, with Amber Hands—
She leads Him—docile as a boy—
Along appointed Sands—

He never misses a Degree—
Obedient to Her Eye
He comes just so far—toward the Town—
Just so far—goes away—

Oh, Signor, Thine, the Amber Hand—
And mine—the distant Sea—
Obedient to the least command
Thine eye imposes on me—

"The Moon is distant from the Sea" from *The Poems of Emily Dickinson*, edited by Thomas H. Johnson. Copyright © 1951, 1955, 1979, 1983 by the President and Fellows of Harvard College. Published by The Belknap Press of Harvard University Press, Cambridge, Mass. Reproduced by permission of **Harvard University Press and the Trustees of Amherst College**.

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VOCABULARY SKILLS

Each of the underlined words below has also been underlined in the poems. Reread those passages in which the underlined words appear, and then use context clues and your prior knowledge to help you select an answer. Circle the letter of the word(s) that best completes each sentence. *(25 points; 5 points each)*

1. In the Whitman poem a bell is ringing dolefully, or _____.
   A) cheerfully
   B) hopelessly
   C) mournfully
   D) slowly

2. The bell's admonition _____ sailors about a nearby reef.
   A) warns
   B) puzzles
   C) scolds
   D) nags

3. When applied to a ship, the word *tacking* means _____.
   A) striking
   B) moving toward land
   C) suddenly sinking
   D) changing directions

4. In the Dickinson poem, the sea is called docile because it is _____.
   A) helpful
   B) indifferent
   C) hostile
   D) submissive

5. The degree referred to in the Dickinson poem is an _____.
   A) academic title
   B) official rank
   C) assigned direction
   D) unofficial designation

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COMPREHENSION

Circle the letter of the best answer to each of the following items. *(25 points; 5 points each)*

6. Both the Whitman poem and the Dickinson poem are examples of poetry that—
   A) stress the pangs of love that are not returned
   B) praise the work of ordinary people
   C) abandon conventional rhyme and meter
   D) capture the cadence of public speakers

7. In the first stanza of the Whitman poem, the speaker describes—
   A) the fog-bound ship approaching the reef
   B) the fear in the heart of the inexperienced sailor
   C) a rocky shore that inevitably wrecks ships
   D) the deceptive nature of many warnings

8. In the last two lines of the Whitman poem, the speaker suggests that—
   A) the ship is loaded with pirate gold
   B) ocean voyages are filled with excitement
   C) danger can be avoided if we heed warnings
   D) the human soul faces a difficult journey

9. In the Dickinson poem, the moon and sea are metaphors for the—
   A) rising and falling of the tide
   B) relationship between teacher and pupil
   C) cruelty of nature
   D) loved one and the speaker

10. An example of slant rhyme in the Dickinson poem is—
   A) Hands / Sands
   B) Eye / away
   C) Sea / me
   D) Along / appointed

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READING SKILLS AND STRATEGIES: CONSTRUCTED RESPONSE

(30 points; 10 points each)

Summarizing a Text

11. From the following options, choose the one you think is the best summarization of "The Moon is distant from the Sea." Write the letter of the answer you chose, and briefly defend your choice. Use at least two examples from Dickinson's poem to justify your choice. Use an additional sheet of paper if necessary.

    A Just as the sea is "led" by the moon, so the speaker is led by the sea.

    B Just as the sea is "led" by the moon, so the speaker is led by God.

    C Just as the sea is "led" by the moon, so the speaker is led by an inner direction.

    D Just as the sea is "led" by the moon, so the speaker is led by his or her father.

Visualizing a Text

12. Write a paragraph describing how you visualize the setting, character, and events described in "Aboard at a Ship's Helm."

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Comparing Themes Across Texts

13. Write a brief paragraph in which you agree or disagree with the following statement. Be sure to support your opinion with at least two examples from the poems. Use an additional sheet of paper if necessary.

    Both "Aboard at a Ship's Helm" and "The Moon is distant from the Sea" deal with finding a direction in life; however, Whitman sees the force for that direction as coming from an internal source, while Dickinson sees it coming from an external one.

LITERARY FOCUS: CONSTRUCTED RESPONSE

(20 points)

14. What elements of free verse do you find in "Aboard at a Ship's Helm"? In the left side of the following chart, identify three elements of free verse Whitman used. In the right side, give an example of each element from the poem.

Elements of Free Verse	Example
1. _____	_____
2. _____	_____
3. _____	_____

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UNIT 3 INTRODUCTION SUPPORT

HISTORICAL INTRODUCTION

Students' responses will vary. A sample response follows:

1. slavery
2. The South relied upon a labor force made up of enslaved Africans, and the North was an industrial center. The South championed states' rights, but the North tended to regard the federal government as the primary authority over civil and economic life.
3. Southerners wanted to preserve the institution of slavery for economic and social reasons.
4. Frederick Douglass and Harriet A. Jacobs
5. because few major American writers experienced the Civil War firsthand
6. Walt Whitman
7. The South was devastated by the war and was slow to recover. In the North, on the other hand, the industrial system that had produced the materials of war was turned to the production of civilian goods.
8. the Fifteenth Amendment
9. The realistic novel rejects Romantic elements, such as larger-than-life heroes or overly dramatic situations. It focuses instead on detailed descriptions of real events and people.
10. *The Red Badge of Courage*
11. Pitts wanted his sons to have a chance to understand the history related to the site and the civil rights movement.
12. I think that Pitts means that events are shaped, or influenced, by events that happened in the past. Likewise, the event will shape, or affect, future events. Events don't happen in isolation but are connected by ripples throughout time.
13. The North and South fought each other during the Civil War. At issue was slavery. When the war ended, the South had to go along with the rest of the country, and thus slavery was finally abolished. But the South still harbored many ideas and attitudes related to its slave-owning days, as well as deep resentments. These attitudes were evident in the way whites treated African Americans and in the laws that were passed that did not allow African Americans the same rights as whites. So during the civil rights movement, people worked to change those laws and attitudes and allow African Americans to have equality as well as freedom. The civil rights movement affects many things today. There is a greater effort to ensure that people of all races are treated equally and not denied opportunities or rights. Laws have been passed that prohibit discrimination based on race.

COLLECTION 6

Diagnostic Test

1. C
2. B
3. C
4. B
5. D
6. B
7. B
8. D
9. D
10. C

Literary Focus

1. E
2. A
3. F
4. B
5. D
6. C
7. E
8. D
9. F
10. B
11. A
12. C
13. F
14. T
15. T
16. F
17. F

Reading Focus

Activity 1: Slave Narratives

1. Slave narratives are first-hand accounts written or recounted by a slave or former slave, containing personal accounts of life as a slave.
2. Many slave narratives were written to expose inhumane treatment slaves were subjected to.
3. These narratives were an important way in which others could learn from a primary source what it was like to be oppressed and stripped of one's civil liberties.
4. The abolitionist movement hoped to awaken the conscience of those around them and gather support for the anti-slavery movement.
5. Many of these early African American writings inspired later generations of

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black writers to take advantage of their freedom of expression and use the written word to inspire change and appreciation for their culture.

Activity 2: Author's Purpose

6. F
7. T
8. T
9. F
10. T

FROM NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS
FREDERICK DOUGLASS

Selection Reading Focus

Students' responses will vary. A sample response follows: Passage: "One of the hottest days of the month . . . I broke down; my strength failed me" (p. 416); Persuasive: The narration provides Douglass's reason for the events to come. Role of diction: Douglass's choice of words is direct and informative.
Passage: "I was seized with a violent aching of the head, attended with extreme dizziness; I trembled in every limb" (p. 416); Persuasive: It explains the physical condition Douglass is in. Role of diction: The use of words like *violent, extreme,* and *trembled* emphasizes his physical condition and also his awareness of his weakened state.
Passage: "Mr. Covey took up the hickory slat . . . and with it gave me a heavy blow" (p. 417); Persuasive: It describes the type of beating he incurred. Role of diction: Douglass's use of the phrase "took up" establishes his level of education, as well as helping the reader see step by step how the events unfold. The "heavy blow" is so simple in its description that there is no confusion as to the pain Douglass experienced.
Passage: ". . . weary in body and broken in spirit" (p. 418); Persuasive: It explains Douglass's emotional and mental state. Role of diction: The words are simple; again it is clear that Douglass is aware of his battered mind and spirit.
Passage: ". . . from whence came the spirit I do not know" (p. 419); Persuasive: It explains what he felt at that moment. Role of diction: Even Douglass is surprised by his actions.
After You Read: Students' responses will vary. A sample response follows: Douglass's use of precise language and common language helps the reader to connect with Douglass. When he writes of the matted blood in his hair, and the blood and cuts on his feet, you can visualize a man beaten and battered. The lack of emotion in the narrative creates a matter-of-fact tone, a reflection of Douglass's inner strength in enduring beating, starvation, and inhumane treatment.

Vocabulary Development

Activity 1: Semantic Mapping

Students' responses will vary. A sample response follows:
epoch—meaning: noteworthy period of time; examples: years of the Industrial Revolution, the years President Kennedy was in office
sentence: The epoch preceding the Enlightenment was called the Age of Reason, a time when people began to turn from medieval ways of thinking.
synonyms: season, point
comply—meaning: obey, agree to a request or command; examples: fulfill the terms of a contract, obey traffic laws
sentence: Melissa was not eager to comply with the earlier curfew.
synonyms: conform, assent, observe
subjected—meaning: made to experience some action or treatment; examples: having to listen to the oldies station, having to meet your girlfriend's parents
sentence: The last thing Ryan wanted was to be subjected to another hour of his sister's idle chatter.
synonyms: subdued, imposed upon
interpose—meaning: put forth in order to interfere; examples: stopping an argument, injecting your opinion into a conversation
sentence: Councilman Williams was known to interpose authority at every town meeting.
synonyms: force, subjugate
gratification—meaning: satisfaction, delight; examples: finding the answer to a question, winning the big game
sentence: There is little gratification in winning by chance and not by talent.
synonyms: enjoyment, happiness

Activity 2: Exploring Deeper Meanings

1. A
2. A
3. A
4. B
5. B

Activity 3: Changing Contexts

6. subjected
7. gratification
8. interpose
9. epoch
10. comply

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Selection Test

Comprehension

1. A
2. C
3. D
4. C
5. C

Vocabulary Development

6. B
7. D
8. E
9. C
10. A

Vocabulary Skill

11. period of time
12. feeling, happy
13. no longer felt, forced
14. authority, without it
15. agreed

Literary Focus

16. A
17. A
18. C
19. B

Reading Focus

20. A
21. C

Constructed Response

22. Students' responses will vary. A sample response follows: His firsthand account helps the reader to understand one of Douglass's experiences as a slave. He had no control over whom he was hired out to, and he also could not protect himself from the beatings he received at the hands of his owners. Through this narrative, the reader is better able to understand the brutal treatment often suffered by slaves as well as the lack of respect or rights given to slaves. Readers might also begin to understand the feelings of those in this situation, including pain, terror, and humiliation.

FROM INCIDENTS IN THE LIFE OF A SLAVE GIRL

HARRIET A. JACOBS

Selection Reading Focus

Students' responses will vary. A sample response follows:

Slave: ". . . rather than lose me he had restrained his malice"; "Mr. Flint wished that I should sleep in the great house instead of the servants' quarters"; "I did my work faithfully, though not, of course, with a willing mind."

Woman: "Oh what would become of me and my poor children?"; "He wanted to be kind to them, but they were not all to him, as they were to my womanly heart."

Mother: "Oh what would become of me and my poor children?"; "I was certain my children were to be put in their power"; ". . . and nothing less than the freedom of my children would have induced me to disregard her advice"; "Sally, they are going to carry my children to the plantation tomorrow"

Granddaughter/niece: "I remembered the grief this step would bring upon my dear old grandmother"; "She would say, 'Linda, you are killing me'"; "But it added to my pain to think that the good old aunt, who had always been so kind to her sister's orphaned children"

After You Read: Students' responses will vary. A sample response follows: Jacobs helps the reader to understand the different perspectives of Linda by including information from several different angles of Linda's life. As a woman and mother, Linda worries about her and her children's future ("Oh what would become of me and my poor children?"). As a slave, she has to do as she is ordered, but as a woman she does not have to like it ("I did my work faithfully, though not, of course with a willing mind."). As a granddaughter and niece she worries about her family.

Vocabulary Development

Activity 1: Semantic Mapping

Students' responses will vary. A sample response follows:

malice—meaning: ill will, desire to harm; examples: spreading rumors, punching someone

sentence: Crystal's malice led her to sabotage Jenny's getting the lead role in the play.

synonyms: enmity, hate, maliciousness, spite, contempt

fervently—meaning: with intense feeling; examples: hoping for a miracle, searching for a lost diamond ring

sentence: The groom fervently hoped that he would find the missing wedding bands.

synonyms: zealously, passionately, ardently, fervidly, vehemently

provocation—meaning: something that stirs up action or feeling; examples: unfair call by a referee, cuts to school funding

sentence: Without even a hint of provocation, my mother got up from the table and left the dining room.

synonyms: incitement, instigation, fomentation

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cunning—meaning: sly or crafty; examples: sneaking into practice late, avoiding weekend chores
sentence: Joe's cunning response shifted the suspicion to one of the other trumpet players.
synonyms: clever, sneaky, deceitful, shrewd
compelled—meaning: driven, forced; examples: stay home on a weeknight, going to the annual family reunion
sentence: The Smiths were compelled to attend their neighbors' annual barbecue.
synonyms: pressured, threatened, necessitated

Activity 2: Exploring Deeper Meanings

1. B
2. B
3. B
4. A
5. B

Activity 3: Changing Contexts

6. compelled
7. fervently
8. provocation
9. cunning
10. malice

Selection Test
Comprehension

1. C
2. D
3. A
4. B
5. D
6. B
7. B
8. C

Vocabulary Development

9. E
10. B
11. A
12. C
13. D

Literary Focus

14. A
15. D
16. C
17. B

Reading Focus

18. D
19. A

Constructed Response

20. Students' responses will vary. A sample response follows: Jacobs faces several external conflicts, including avoiding capture and a snakebite. She also faces internal conflicts such as whether or not to turn herself in and the anxiety of knowing that her escaping is putting so many other people at risk.

GO DOWN, MOSES
SWING LOW, SWEET CHARIOT
FOLLOW THE DRINKING GOURD

Selection Reading Focus

Students' responses will vary. A sample response follows:
"Go Down, Moses": Detail: "Israel was in Egypt land," Purpose: parallel to the slaves in America; Detail: "Oppressed so hard," Purpose: comparing the oppression of Israel to that of the slaves; Detail: "Let my people go" (refrain), Purpose: stating what the slaves want; Detail: "smite you're first born dead"; Purpose: under cover of a Bible story, saying that the slaves could rise up and kill their owners or their owners' families; Overall purpose: It tells the story of another enslaved people. There is solace and hope in telling the stories of other enslaved peoples. Also, this expresses a hope to be free and a desire for a savior to lead them out of oppression.
"Swing Low, Sweet Chariot": Detail: "Coming for to carry me home," Purpose: hopes of returning home; Detail: "I looked over Jordan," Purpose: referring to the Ohio River and freedom; Detail: "Tell all my friends I'm coming too," Purpose: to inspire slaves to take the chance and join those who already have made it; Overall purpose: The lyrics are uplifting and inspiring. The song could be sung to help lift the spirits.
"Follow the Drinking Gourd": Detail: "sun comes back, and the first quail calls," Purpose: time of day; Detail: "Follow the drinking gourd" (refrain), Purpose: directions for heading North by following the North Star in the Big Dipper; Detail: the old man, Purpose: to identify the messenger; Detail: "the river ends between two hills," etc. landmarks; Overall purpose: to conceal a set of directions to anyone not aware of its purpose

Selection Test
Comprehension

1. B
2. B
3. C
4. B
5. C
6. C
7. B
8. A
9. B
10. C

Literary Focus

11. D
12. C
13. C

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Reading Focus
14. D 15. C

Fifteen Minute Timed Response
16. Students' responses will vary. A sample response follows: Spirituals were songs that slaves sung to express their feelings and desire for freedom. In addition, spirituals could help to lift the spirits, pass the time in the fields, and even share important information. Both "Go Down, Moses" and "Swing Low, Sweet Chariot" contain refrains that invoke an emotional response. "Follow the Drinking Gourd" contains both a secret message while offering up an option, a choice in a time when slaves had little or no choice in their lives.

AIN'T I A WOMAN?
SOJOURNER TRUTH
AT THE CEMETERY, WALNUT GROVE PLANTATION, SOUTH CAROLINA, 1989
LUCILLE CLIFTON

Selection Reading Focus
Ain't I a Woman?
Students' responses will vary. A sample response follows: Device: counterargument, Example: "That man over there says that women need to be helped into carriages . . . Nobody ever helps me into carriages . . . And ain't I a woman?," Type of appeal: Logical and emotional appeals; Rhetoric: Her counterargument exposes the hypocrisy of how white women are shown respect but this same respect is not extended to black women.
Device: Repetition, Example: "Ain't I a woman?," Types of appeal: Logical and emotional appeals; Rhetoric: The repetition works to emphasize an undisputable fact that supports her argument.
Device: Personal account, Example: "I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me!," Type of appeal: Emotional appeal; Rhetoric: This point supports Truth's message of inequality while also helping to connect with members of the audience.

Selection Test
Comprehension
1. B 6. C
2. B 7. C
3. D 8. A
4. A 9. D
5. C 10. C

Literary Focus
11. D 12. B

Reading Focus
13. C 15. C
14. B 16. D

Constructed Response
17. Students' responses will vary. A sample response follows: The rhythm of Clifton's poem creates a somber, reflective mood. By repeating "here lies" at the end, it emphasizes the anonymity of the slaves, especially the women slaves. By ending with the word "hear," she makes it clear that she believes this anonymity must end. By repeating "nobody mentioned slaves," the reader is forced to think about why the slaves are not mentioned. Truth's speech is so effective in emphasizing the injustices against women because of her use of both logical and emotional appeals. By repeating the question "Ain't I a woman?" the audience is brought back to a simple truth that although Truth is a woman, in the eyes of others she is a black person first and foremost. She uses this truth to emphasize the hypocrisy of the times.

Collection 6 Summative Test
Comprehension
1. C 4. B
2. B 5. A
3. C

Vocabulary Development
6. B 9. A
7. E 10. C
8. D

Vocabulary Skills
11. refrains
12. style
13. perspective
14. diction
15. repetition

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Literary Focus

16. D
17. C
18. B
19. B
20. C

Reading Focus

21. A
22. B

Constructed Response

23. Students' responses will vary. A sample response follows: In *Narrative of the Life of Frederick Douglass,* the author's purpose behind writing his slave narrative is to prove that slavery is dehumanizing. He shows this by detailing the beating he received at the hands of Mr. Covey. Sojourner Truth's speech gave voice to women's rights. She repeats a rhetorical question, "Ain't I a woman?" to emphasize a woman's capabilities as well as a lack of logic behind men's thinking at the time. In Lucille Clifton's poem, "at the cemetery, walnut grove plantation, south Carolina, 1989," the author's purpose is to bring attention to the fact that women were not valued enough to be mentioned as part of a slave owner's inventory. By repeating "here lies" at the end of the poem, she helps to emphasize her purpose of revealing the truths not told.

COLLECTION 7

Diagnostic Test

1. B
2. A
3. B
4. D
5. B
6. D
7. B
8. A
9. A
10. B

Literary Focus

1. T
2. T
3. F
4. F
5. T
6. Students' responses will vary. A sample response follows: The protagonist of a Romantic novel would be idealistic, while the protagonist of a realistic novel would be cynical and fatalistic.
7. Students' responses will vary. A sample response follows: A Romantic writer might describe the excitement of the battle and the righteousness of the soldier's cause, and might describe the soldier as justified in risking his life for a cause. A realistic writer might describe the terror the soldier felt, and might describe the soldier's death as pointless and avoidable.

Reading Focus

Activity 1: Analyzing Sequence

1. 10
2. 1
3. 2
4. 4
5. 5
6. 3
7. 6
8. 7
9. 9
10. 8

Activity 2: Flashback

11. Students' responses will vary. A sample response follows: The old woman remembered a time long ago, when she was the same age as the little girl. She remembers a happy time playing with her brothers and sisters in the park, with her mother sitting nearby.
12. Students' responses will vary. A sample response follows: The young man remembers his good friend who died recently in an automobile accident. He remembers being in the car with his friend on a dark, moonless night. His friend is driving the car. From out of nowhere, a dog streaks across the road and his friend swerves to avoid it, crashing into the concrete barrier at the side of the road and injuring the dog.

AN OCCURRENCE AT OWL CREEK BRIDGE
AMBROSE BIERCE

Selection Reading Focus

Students' responses will vary. A sample response follows: Part No: Part I
Summary of Action: Farquhar has been captured by Union soldiers and is about to be hanged
Point of View: objective; example: "The man's hands were behind his back . . ."
Effectiveness: Yes. The author describes the circumstances as if it were a still photo.
Part No.: Part II
Summary of Action: Farquhar meets a man who appears to be a Confederate soldier and gives him water. He asks the man about the Union fortifications at Owl Creek Bridge. The man is a Union scout.
Point of View: omniscient; example: "That opportunity, he felt, would come . . ."

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Effectiveness: Yes. It allows the writer to show the action of the union scout after talking to Farquhar.
Part No: Part III
Summary of Action: Farquhar imagines himself escaping his execution, but the whole section is simply the dream of a dying man.
Point of View: third-person-limited; example: "From this state he was awakened—ages later, it seemed to him—by the pain of a sharp pressure upon his throat"
Effectiveness: Yes. It allows the writer to describe action in such a way that the reader believes it actually occurred.

Vocabulary Development

Activity 1: Semantic Mapping

Students' responses will vary. A sample response follows:
ardently—meaning: in a way that is intensely passionate and eager; example: screaming in a stadium at a favorite band
sentence: Romeo ardently declared his love to Juliet.
synonym: avidly
poignant—meaning: deeply piercing, either emotionally or physically; example: the death of a beloved pet
sentence: Helping Tom pack his belongings for his move to the city was a poignant experience for his parents.
synonym: moving
pivotal—meaning: central, acting as a point around which other things turn; example: the winning run in a baseball game
sentence: The pivotal moment in the battle came when reinforcements arrived.
synonym: key
malign—meaning: harmful, evil; example: spreading lies in order to hurt someone's reputation
sentence: The malign expression on the convicted killer's face left the jury certain they had made the right decision.
synonym: hateful

Activity 2: Exploring Deeper Meanings

1. B
2. B
3. A

Activity 3: Changing Contexts

4. perilous
5. malign
6. ardently
7. pivotal
8. poignant

Selection Test

Comprehension

1. A
2. C
3. D
4. D
5. C

Vocabulary Development

6. pivotal
7. poignant
8. perilous
9. ardently
10. malign

Vocabulary Skill

11. F
12. D
13. A
14. G
15. B

Literary Focus

16. C
17. D
18. B

Reading Focus

19. B
20. A
21. B

Constructed Response

22. Students' responses will vary. A sample response follows: In "An Occurrence at Owl Creek Bridge," Bierce's purpose is to distort reality to show that Farquhar's escape is a fantasy. Bierce uses stylistic elements such as imagery, mood, and irony to rearrange time and weave fantasy into real events. For example, when Farquhar comes to the surface of the stream after he falls through the bridge, his physical senses are unnaturally keen and alert. As a result, he sees things he could not possibly see, such as images of golden stars in strange constellations that seem to have a secret and evil significance. It is highly ironic that Farquhar believes that he has reached his wife just before he dies. In this imaginary world, events are shown as if the reader were seeing them through a kaleidoscope. All of these stylistic elements help Bierce show that Farquhar dies almost instantaneously by hanging.

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A MYSTERY OF HEROISM
STEPHEN CRANE
WAR IS KIND
STEPHEN CRANE

Selection Reading Focus
A Mystery of Heroism

Students' responses will vary. A sample response follows:
My predictions about Collins: Collins will go for water and get killed.
Clues from the text: He is hesitant about going; he is going only because he was goaded to, and it is very foolish; many other men and animals are being killed in the battle; the meadow and farmyard are being torn apart by cannon fire.
Clues from my knowledge: When people dare me to do something, I often get angry and don't think things through; rash, foolish behavior is very often punished severely.
What actually happened?: Collins actually got the water, but the two young lieutenants spilled the entire bucket.

Selection Reading Focus
War Is Kind

Students' responses will vary. A sample response follows: Center: Ironic Tone
Left circle: threw wild hands toward the sky
Right circle: born to drill and die
Lower left circle: the virtue of slaughter
Lower right circle: the bright splendid shroud
After You Read: The phrase "the virtue of slaughter" makes it clear that the killing is not glorious, but indiscriminate. The image of "the bright splendid shroud" portrays the sad helplessness of the mother who is supposed to believe that her son is a hero.

Vocabulary Development
A Mystery of Heroism
Activity 1: Semantic Mapping

Students' responses will vary. A sample response follows:
onslaught—meaning: a violent, intense attack; examples: a sudden, destructive hailstorm, troops attacking on a battlefield
sentence: During the onslaught the defensive linemen buried the quarterback beneath a mound of opponents' jerseys.
synonym: attack
obliterated—meaning: completely destroyed; examples: a house destroyed by a tornado, a mural covered with graffiti
sentence: Her happy mood was obliterated by the lengthy homework assignment handed out by the teacher.
synonym: wiped out
carnage—meaning: extensive bloodshed; examples: bodies scattered on a battlefield, villains killed by the hero of an action movie
sentence: The terrorists' bomb resulted in carnage in the marketplace.
synonym: massacre
provisional—meaning: conditional, dependent on something else being done; examples: a learner's driving permit, an apartment lease
sentence: The firefighter signed a provisional contract that required him to move inside the city limits.
synonym: contingent
ominous—meaning: threatening danger, menacing; examples: heavy, gray clouds, troops massing along the border
sentence: The sudden silence and fading sunshine lent an ominous feeling to the forest.
synonym: foreboding

Activity 2: Semantic Mapping

1. B
2. A
3. B

Activity 3: Changing Contexts

4. onslaught
5. carnage
6. obliterated
7. sullenly
8. provisional
9. ominous
10. eloquent

Selection Test
Comprehension

1. B
2. A
3. D
4. B
5. C

Vocabulary Development

6. D
7. B
8. A
9. C
10. E

Vocabulary Skill

11. F
12. T
13. T
14. F
15. T

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Literary Focus

16. B
17. C
18. D

Reading Focus

19. C
20. B
21. D

Fifteen Minute Timed Writing

22. Students' responses will vary. A sample response follows: Collins acts both foolishly and heroically. He acts foolishly when he decides to get the water only after he is goaded by his comrades. The well and the buildings close to it are being heavily shelled in the assault, and the meadow in front of the well is also under attack. However, Collins also acts heroically when he returns to the dying lieutenant and tries to give him some water. Collins fully understands that he is likely to be killed in the attempt, but he nonetheless persists. Crane uses Collins's actions to achieve his purpose: to show that people often act in contradictory ways when they are under extreme pressure. Collins's actions are ironic because they differ from what readers expect, just as real life is often highly ironic.

HEALING WAR'S WOUNDS
KAREN BRESLAU

Informational Text Focus

Students' responses will vary. A sample response follows:
Soldier: Major Anthony Smith
Language used to describe the soldier: digging his paddle into the water; growls with mock pirate glee; endured more than 30 surgical procedures
Author's purpose: to reveal the personality of the soldier
Soldier: S/Sgt. Damion Jacobs
Language used to describe the soldier: removes his prosthetic and props it in the sand like a coffee table; leans against it while watching the show; plans to return to active duty
Author's purpose: to show that the soldier is pragmatic but optimistic
Soldier: Spc. Anthony Soule
Language used to describe the soldier: intense; dignified; emerged as the star of BAMC's rehab program; he kayaks, hand-cycles, and surfs
Author's purpose: to show that the soldier has discovered capabilities in himself that he did not have before his injuries
After You Read: The author wants to show that the wounded soldiers have had remarkable recoveries from injuries that have become more and more common during wartime. Their personalities have helped them face the particular challenges they have had. Meanwhile, the military medical system is becoming more adept at helping soldiers recover their reasons for living as well as their ability to lead productive lives.

Vocabulary Development

Activity 1: Semantic Mapping

Students' responses will vary. A sample response follows:
prosthetic—meaning: relating to an artificial replacement for a missing body part; example: artificial leg
sentence: With his titanium prosthetic leg, the athlete was able to run long distances.
synonym: artificial
traumatic—meaning: emotionally or physically severe; example: feeling when a parent dies
sentence: The traumatic brain injury left the war correspondent unable to continue his work.
synonym: shocking
holistic—meaning: relating to the whole of something instead of its parts; example: medicine that treats the entire body, rather than a single body part
sentence: The rancher had a holistic approach to managing his land so that it could be used for grazing as well as for wildlife.
synonym: comprehensive
tourniqueted—meaning: fitted with a device to prevent blood loss from a major wound; example: using a rubber strap to stop the bleeding from a battlefield wound
sentence: She arrived at the emergency room with a tourniqueted left arm because of a severe gash from a fall from her bike.
synonym: choked shut

Activity 2: Exploring Deeper Meanings

1. tourniqueted
2. holistic
3. traumatic
4. prosthetic

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Activity 3: Changing Contexts

5. orthopedic
6. holistic
7. traumatic
8. tourniqueted
9. prosthetic

Selection Test
Comprehension

1. D
2. C
3. D
4. B
5. D
6. A
7. B
8. C

Vocabulary Development

9. C
10. D
11. E
12. A
13. B

Informational Text Focus

14. A
15. D
16. C
17. D

Constructed Response

18. Students' responses will vary. A sample response follows: The federal government and military work to help wounded soldiers recover both physically and psychologically from their wounds. The government tries to rebuild the soldiers' sense of self-confidence, and they try to prepare them for re-entry into civilian life without feeling overly self-conscious about their wounds. Individual communities can continue this effort by treating returning wounded veterans as normally as possible. Communities can ease an injured soldier's transition into civilian life by making it easy for him or her to participate in the community and by continuing the support efforts of the military doctors.

I WILL FIGHT NO MORE FOREVER
CHIEF JOSEPH

Selection Reading Focus

Students' responses will vary. A sample response follows: Emotional appeal: It is the young men who say yes and no. He who led the young men is dead.
What makes this an effective emotional appeal?: The sense of sorrow and loss for the entire people is powerfully reflected in this simple statement, that the tribe has no experienced leaders anymore.
Emotional appeal: I want to have time to look for my children and see how many I can find. Maybe I shall find them among the dead.
What makes this an effective emotional appeal?: His "children" may literally be his children or may metaphorically be all of the people of his tribe. His request for the time to try to save them, while acknowledging that they may all already be dead, gives the statement great emotional intensity.
After You Read: Chief Joseph's appeal on behalf of his dead and dying children is the most effective. Chief Joseph states very simply that all of his hope for his people is gone. The leaders are dead, the people have scattered, and he is unable to provide care for them.

Selection Test
Comprehension

1. D
2. C
3. D
4. D
5. C
6. A
7. D
8. B
9. D
10. A

Literary Focus

11. B
12. B
13. D

Reading Focus

14. C
15. C
16. D

Constructed Response

17. Students' responses will vary. A sample response follows: Chief Joseph's speech continues to affect us today because it seems to be a cry of despair from the heart. Chief Joseph speaks with dignity of the suffering his people have endured. He uses repetition of words such as *tired* and *dead* to hammer home his people's predicament. He reinforces this message with a simple parallel structure: "Looking Glass is dead. Toohoolhoolzote is dead. The old men are all dead." He ends eloquently by linking himself to the natural and spiritual worlds by saying, "From where the sun now stands I will fight no more forever." Even in defeat he maintains his dignity and stature.

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LETTER TO HIS SON
ROBERT E. LEE
LETTER TO SARAH BALLOU
MAJ. SULLIVAN BALLOU
***FROM* A DIARY FROM DIXIE**
MARY CHESNUT
THE GETTYSBURG ADDRESS
ABRAHAM LINCOLN

Selection Reading Focus

Students' responses will vary. Sample responses follow:
Writer: Robert E. Lee; Audience: His son
Writer's Beliefs/Biases: Southern, disagreed with secession
How Audience/Beliefs Affect Content: Lee can speak honestly about this feeling to his son. He has a bias toward the Southern states, especially Virginia, but does not agree with dissolving the Union.
Writer: Major Sullivan Ballou
Audience: His wife
Writer's Beliefs/Biases: Northern, felt duty-bound to risk his life to preserve the Union
How Audience/Beliefs Affect Content: Ballou can confess his innermost thoughts to his wife, but is still trying to assure her that he will survive
Writer: Mary Chesnut; Audience: Her diary
Writer's Beliefs/Biases: Southern, patriotic about her home state
How Audience/Beliefs Affect Content: Writing her private thoughts in a diary, for no one else to read, allows her to be completely honest in her observations.
Writer: Abraham Lincoln
Audience: Assembled dignitaries at a cemetery dedication at the Gettysburg battlefield
Writer's Beliefs/Biases: Northern, would do anything to preserve the Union
How Audience/Beliefs Affect Content: The solemnity of the occasion and audience helped create the incredible eloquence of the speech.
After You Read: Robert E. Lee's "Letter to His Son" is an important document because he was an important general for the South. By the letter we know that his sympathies were torn between the Union and his home state. Major Ballou's "Letter to Sarah Ballou" is important in illustrating the character and purpose behind a Union officer; however, the officers and the enlisted men during the Civil War may not have had the same principled view of the war. Most of the enlisted men would be struggling to survive the battles. Mary Chesnut's *A Diary from Dixie* is an interesting document because it gives a glimpse into the everyday life of the South, many of whose citizens never actually witnessed a battle. It also tells us that some people in the South were well aware that the cause was unsuccessful. Abraham Lincoln's "Gettysburg Address" is one of the most important documents from the Civil War, but it is a statement of purpose for the Union that has been recast to include a desire to end slavery.

Activity 1: Semantic Mapping

Students' responses will vary. A sample response follows:
calamity—meaning: great misfortune, disaster; examples: destruction caused by a storm, a family loses their house in a fire
sentence: The tornado's damage to the town was a calamity.
synonym: catastrophe
impelled—meaning: urged, strongly driven
examples: feeling it necessary to speak out against an injustice, moved by sympathy to help abandoned animals
sentence: We were impelled to stop the bully from harassing the child.
synonym: moved
exempt—meaning: freed from a duty or other binding restriction; examples: not being required to take a test, not paying a fee for a class because you are a resident in the park district
sentence: On the television show, the drug dealer who was a witness at the trial was exempt from prosecution.
synonym: absolved
detract—meaning: take away importance from; examples: sneer at someone else's accomplishments, always being photographed seated so that her height is not obvious
sentence: Using sarcasm is one way to detract from another person's success.
synonym: minimize

Activity 2: Exploring Deeper Meanings

1. A
2. B
3. B

Activity 3: Changing Contexts

4. detract
5. impelled
6. strife
7. exempt
8. calamity

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Selection Test

Comprehension

1. A
2. D
3. C
4. B
5. D
6. C
7. B
8. A
9. A
10. C

Vocabulary Development

11. disaster
12. glorify
13. excused
14. driven
15. peace

Informational Text Focus

16. D
17. C
18. A
19. A

Fifteen Minute Timed Writing

20. Students' responses will vary. A sample response follows: In these selections, Lee writes before the war begins, whereas Lincoln writes after the war's bloodiest battle. Both Lee and Lincoln do not want the country to break in two. Lee states, "But I can anticipate no greater calamity for the country than a dissolution of the Union." Lincoln puts it another way: "Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure." However, Lee also states, "The South, in my opinion, has been aggrieved by the acts of the North, as you say." Although he does not want a civil war, Lee says he will draw his sword in defense of the South. In dedication to those fallen by the sword, Lincoln is determined "that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth."

Collection 7 Summative Test

Comprehension

1. B
2. D
3. C
4. C
5. A
6. C

Vocabulary Development

7. D
8. A
9. E
10. B
11. C

Vocabulary Skill

12. G
13. E
14. D
15. B
16. A

Literary Focus

17. D
18. A
19. B

Reading Focus

20. A
21. D
22. D

Constructed Response

23. Students' responses will vary. A sample response follows: Realism stresses accurate representation of life and the environment without the flourishes of Romanticism. Naturalism compounds this impulse in realism by including the belief that the universe is completely indifferent to human wants and needs. In "An Occurrence at Owl Creek Bridge," Bierce describes the natural world with pinpoint accuracy and realistically describes the man's death. Farquhar's imagined escape would actually occur in a Romantic story, but not in realism. There are no heroics here. Stephen Crane goes further in "A Mystery of Heroism," describing the horrific deaths of humans and animals alike with a dispassionate eye for detail.

COLLECTION 8

Diagnostic Test

1. B
2. B
3. C
4. A
5. B
6. C
7. B
8. B
9. C
10. B

Literary Focus

1. A
2. B
3. A
4. C
5. D
6. D

Reading Focus

Students' responses will vary. A sample response follows:

1. P—I wondered where to go for my vacation. North Carolina has beautiful beaches, but few planes fly to my desired destination. California has mountains and the ocean, but it costs a lot to fly there.

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Maine has great seafood, but it is cold there at this time of year.
2. NP
3. P—Once I was a young boy wishing on a star. Once I was a teenager wanting nothing more than a car. Once I was a young man hoping for a good job. Today I am an old man wishing I was young once more.
4. P—Once upon a time a man wished that he could find fame and fortune without having to work hard. He took the first job he was offered and loafed all day long. After he was let go for laziness, he decided to start his own company. He borrowed money, opened a store, and hired people to work for him. He was lucky to find hard workers who helped make his business a success. He never got rich, but he made enough money to live comfortably.
5. I—Sorrow blackened my heart and I could feel no joy.
6. NI
7. I—The mesmerized cats gazed through the window at the birds congregating around the bird feeder.

I HEAR AMERICA SINGING
WALT WHITMAN

Selection Reading Focus
Students' responses will vary. A sample response follows:
Line #: 3; Type of worker: carpenter
Line: "The carpenter singing his as he measures his plank or beam,"
Line #: 4; Type of worker: mason
Line: "The mason singing his as he makes ready for work, or leaves off work,"
Line #: 5; Type of worker: boatman
Line: "The boatman singing what belongs to him in his boat, the deckhand singing on the steamboat deck,"
Line #: 5; Type of worker: deckhand
Line: "The boatman singing what belongs to him in his boat, the deckhand singing on the steamboat deck,"
Line #: 6; Type of worker: shoemaker
Line: "The shoemaker singing as he sits on his bench, the hatter singing as he stands,"
Line #: 6; Type of worker: hatter
Line: "The shoemaker singing as he sits on his bench, the hatter singing as he stands,"
Line #: 7; Type of worker: wood-cutter
Line: "The wood-cutter's song, the plowboy's on his way in the morning, or at noon intermission or at sundown,"
Line #: 7; Type of worker: plowboy
Line: "The wood-cutter's song, the plowboy's on his way in the morning, or at noon intermission or at sundown,"
Line #: 8; Type of worker: mother
Line: "The delicious singing of the mother, or of the young wife at work, or of the girl sewing or washing,"
Line #: 8; Type of worker: wife
Line: "The delicious singing of the mother, or of the young wife at work, or of the girl sewing or washing,"
Line #: 8; Type of worker: girl
Line: "The delicious singing of the mother, or of the young wife at work, or of the girl sewing or washing,"
After You Read: Whitman uses similar sentence structure to create a list, or catalog, of workers who celebrate their labors. Most of these sentences start with "the" followed by a noun that is a specific type of worker, then the verb "singing," followed by a phrase showing when, such as "as he." This makes it easy to understand the poem and to see what connections Whitman is making. The repetition also emphasizes the poet's message, or theme.

Vocabulary Development
Activity 1: Semantic Mapping
Students' responses will vary. A sample response follows:
blithe—meaning: happy and cheerful; synonyms: carefree, merry; examples: cheerful spirit, happy-go-lucky
sentence: Her blithe spirit was a welcome change after months of depression.
mason—meaning: worker who lays stone or brick; synonyms: bricklayer, stoneworker; examples: craft worker who builds a wall, contractor who lays a brick walk
sentence: The mason laid the bricks for the new patio.
robust—meaning: vigorous and healthy; synonyms: hearty, fit; examples: triathlon participant, strong hiker
sentence: After hiking for twelve miles, the men had robust appetites.
melodious—meaning: sweet-sounding, musical; synonyms: melodic, tuneful; examples: harmonious music, beautiful symphony

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sentence: The carillon's bells played a melodious tune.

Activity 2: Exploring Deeper Meanings

1. B
2. B
3. A
4. B
5. A

Activity 3: Changing Contexts

6. beam
7. robust
8. mason
9. blithe
10. melodious

Selection Test
Comprehension

1. D
2. C
3. C
4. A
5. B

Vocabulary Development

6. beam
7. blithe
8. mason
9. melodious
10. robust

Literary Focus

11. A
12. C
13. D
14. B

Reading Focus

15. B
16. D
17. A
18. C

Fifteen Minute Timed Writing

19. Students' responses will vary. A sample response follows: Whitman uses a catalog in "I Hear America Singing" to list the broad base of workers who help build the United States. By picturing the workers and their tasks, Whitman demonstrates their energy and diversity. The catalog technique also shows the number and variety of people it takes to build our businesses, grow our food, and keep our homes and families running. By virtue of its size, the list vividly describes the strong, idealistic, diverse, and optimistic "song" of the average American worker.

FROM SONG OF MYSELF, NUMBERS 1, 6, 33
FROM SONG OF MYSELF, 52, THE SPOTTED HAWK SWOOPS BY
WALT WHITMAN

Selection Reading Focus
from Song of Myself, Numbers 1, 6, 33

Students' responses will vary. A sample response follows:

Lines from "Song of Myself": 1–1: "I celebrate myself, and sing myself" Paraphrase: I enjoy myself and sing out in joy. Characteristics of Free Verse: parallelism

Lines from "Song of Myself": 1–2: "And what I assume you shall assume" Paraphrase: You and I think alike. Characteristics of Free Verse: parallelism

Lines from "Song of Myself": 1–6: "My tongue, every atom of my blood, formed from this soil, this air," Paraphrase: Earth and air created my body. Characteristics of Free Verse: inversion.

Lines from "Song of Myself": 1–12: "I harbor for good or bad, I permit to speak at every hazard," Paraphrase: I am both good and bad and speak when I perceive danger. Characteristics of Free Verse: parallelism

Lines from "Song of Myself": 6–3, 4, 7, 8: "I guess it must be the flag of my disposition, out of the hopeful green stuff woven. / Or I guess it is the handkerchief of the Lord, / Or I guess the grass is itself a child, the produced babe of vegetation. / Or I guess it is a uniform hieroglyphic," Paraphrase: I think grass is so many things—a sign of my temperament, God's artwork, budding plants, or a universal symbol. Characteristics of Free Verse: parallelism

Lines from "Song of Myself": 6–13: "Tenderly will I use you curling grass," Paraphrase: I will use this blade of curling grass tenderly. Characteristics of Free Verse: inversion

Lines from "Song of Myself": 6–14, 15, 16: "It may be you transpire from the breasts of young men, / It may be if I had known them I would have loved them, It may be you are from old people, or from offspring taken soon out of their mothers' laps." Paraphrase: The grass may have grown from the decaying bodies of young men, old people, or babies who are buried beneath it. Characteristics of Free Verse: parallelism

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Lines from "Song of Myself": 6–25, 26: "What do you think has become of the young and old men? / And what do you think has become of the women and children?" Paraphrase: What happens to the dead? Do they live on? Characteristics of Free Verse: parallelism
Lines from "Song of Myself": 33–3, 4, 6, 7, 8, 9: "How the skipper saw the crowded and rudderless wreck of the steam-ship, and Death chasing it up and down the storm, / How he knuckled tight and gave not back an inch, and was faithful of days and faithful of nights, / How he follow'd with them and tack'd with them three days and would not give it up, / How he saved the drifting company at last, / How the lank loose-gown'd women look'd when boated from the side of their prepared graves, / How the silent old-faced infants and the lifted sick, and the sharp-lipp'd unshaved men;" Paraphrase: The skipper saw the danger and steadfastly tried to fight it as the passengers grew sick with fear and dread. Characteristics of Free Verse: parallelism
Lines from "Song of Myself": 33–11, 17, 26, 37, 38: "I am the man, I suffer'd, I was there. / I am the hounded slave, I wince at the bite of the dogs, / I am the mash'd fireman with breast-bone broken, / I am an old artillerist, I tell of my fort's bombardment, / I am there again." Paraphrase: I am one of those who experienced this tragedy. Characteristics of Free Verse: parallelism
Lines from "Song of Myself": 33–28: "Heat and smoke I inspired, I heard the yelling shouts of my comrades," Paraphrase: I inhaled heat and smoke. I heard my comrades yelling. Characteristics of Free Verse: inversion
Lines from "Song of Myself": 33–32: "Painless after all I lie exhausted but not so unhappy," Paraphrase: I lay down—tired but pleased with what I had done. Characteristics of Free Verse: inversion
Lines from "Song of Myself": 33–48: "Again gurgles the mouth of my dying general, he furiously waves with his hand," Paraphrase: The general tries to get my attention as he is dying. Characteristics of Free Verse: inversion

Selection Reading Focus
from Song of Myself, 52, The spotted hawk swoops by

Students' responses will vary. A sample response follows: Lines/Subject: 1: articulation; What the poem says or implies about the subject (Theme): People like to talk, sing, express themselves.
Other *Song of Myself* poems that share this theme: 1
Lines/Subject: 4: contemplation of nature; What the poem says or implies about the subject (Theme): I observe nature and am touched. Other *Song of Myself* poems that share this theme: 1, 6, 33
Lines/Subject: 9–13: death and regeneration; What the poem says or implies about the subject (Theme): All living things come from decaying things. Other *Song of Myself* poems that share this theme: 6
Lines/Subject: 14–16; What the poem says or implies about the subject (Theme): quest for connection; Other *Song of Myself* poems that share this theme: 1, 6, 33

Vocabulary Development
Activity 1: Semantic Mapping

Students' responses will vary. A sample response follows:
harbor—meaning: have and keep in the mind; synonyms: entertain, nourish; examples: recurrent feelings, persistent memories
sentence: I wonder what kind of thoughts she would harbor after such an experience.
resuscitate—meaning: return to life; synonyms: revive, resurrect; examples: Heimlich maneuver, CPR
sentence: The lifeguard was able to resuscitate the man who had been underwater.
disposition—meaning: one's natural way of acting toward others or thinking about things; synonym: temperament; examples: positive attitude, hot temper
sentence: She had a sunny outlook and a pleasing disposition.
loitering—meaning: the state of hanging about and wasting time; synonym: idling; examples: chilling, lazing
sentence: Instead of shopping for holiday gifts, he was loitering with his friends in the mall food court.
bequeath—meaning: give or leave by means of a will when one dies; synonym: give; examples: jewelry received as an inheritance, stocks left to one's heirs
sentence: He had no fortune, but he was able to bequeath the good will he had amassed to his children.

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Activity 2: Exploring Deeper Meanings

1. A
2. A
3. B
4. A
5. B

Activity 3: Changing Contexts

6. transpire
7. disposition
8. harbor
9. resuscitate
10. loitering

Selection Test
***from* Song of Myself, Numbers 1, 6, 33**

Comprehension

1. B
2. C
3. B
4. C
5. B

Vocabulary Development

6. B
7. D
8. A
9. C
10. E

Literary Focus

11. D
12. B
13. C

Reading Focus

14. A
15. B
16. C
17. C
18. A

Constructed Response

19. Students' responses will vary. A sample response follows: In *Song of Myself*, Whitman uses a number of stylistic devices to encourage readers to participate in the experiences and images he describes. For example, in number 6, Whitman addresses his readers directly, implying that the poet and reader know each other well. This familiarity encourages readers to accept the poet's vision and feel what he is feeling. In number 33, Whitman uses vivid imagery such as "twinges," "sting," and "cover'd with sweat" to describe the runaway slave. Sensory words like these allow readers to enter into the writer's consciousness and experience the world through his eyes.

Selection Test
***from* Song of Myself, 52, The spotted hawk swoops by**

Comprehension

1. D
2. D
3. A
4. B
5. D

Vocabulary Skill

6. rest
7. center
8. well
9. spot
10. foul

Literary Focus

11. B
12. A
13. C
14. C

Reading Focus

15. D
16. A
17. C
18. B

Constructed Response

19. Students' responses will vary. A sample response follows: Whitman lived during a time of hope and optimism in the United States. The Louisiana Purchase had more than doubled the country's size, and waves of pioneers trekked west with hopes of building a better life. After the Civil War, the United States was unified and began to assume an identity as a world leader. The Industrial Revolution promised wondrous new timesaving devices and a better quality of life. Whitman's themes of self-reliance, individualism, and closeness to nature mirrored the optimism and enthusiasm of a country that was expanding in size, technology, and power.

A SIGHT IN CAMP IN THE DAYBREAK GRAY AND DIM
WALT WHITMAN

Selection Reading Focus

Students' responses will vary. A sample response follows: I see a field with a large tent and several small tents. The sky is light gray with a hint of light. A man walks out of one of the smaller tents and slowly walks over toward the large tent. In front of that tent are three stretchers covered with grungy brown blankets. The man lifts the blanket on the first stretcher and sees a dead body beneath it. He lingers next to it, gazing at the corpse and

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looks pensive and thoughtful. He strokes the cheek of the man. Then he quietly moves to the second stretcher and lifts the blanket. Again he looks at the body as if he is asking it a question. Then he moves to the third stretcher, lifts the blanket, and gazes respectfully at the body.
Symbols: blanket = symbol of death; dead soldiers = symbol of consequences of war; third dead soldier = symbol of Christ
After You Read: Pausing to visualize the scene made it seemed more real. By writing what I saw in my mind, I feel I noticed every detail of the poem and gained a greater understanding of the words and the poem's message.

Selection Test

Comprehension

1. C
2. B
3. C
4. C
5. D

Literary Focus

6. D
7. B
8. D
9. A
10. C

Reading Focus

11. B
12. D
13. A
14. D

Constructed Response

15. Students' responses will vary. A sample response follows: Whitman concentrates on describing the soldiers rather than commenting on the philosophical underpinnings of the war because he agreed—as did many Americans of his day—that civil war was inevitable. Americans realized that the country had reached a watershed in its history; that the nation was being pulled apart by conflicting values and agendas. While few people anticipated that the war would be as long, bloody, and painful as it was, it was clear that without a war the United States would not survive intact. Although the war would resolve these weighty issues, it would do so by the actions of individuals. Consequently, Whitman focuses on personal sacrifice made universal by the three age groups of the soldiers.

FROM SPECIMEN DAYS
WALT WHITMAN

Informational Text Focus

Students' responses will vary. A sample response follows:
Rhetorical Device: parenthetical statement: "to me the main interest I found (and still, on recollection, find) in the rank and file of the armies, both sides, and in those specimens amid the hospitals, and even the dead on the field." Emotional Response: It makes me realize that though Whitman says he does not know how the war affected others, he is determined to state his opinion. This little aside kind of makes me lose track of his main points.
Rhetorical Device: parenthetical statement: "(and still, on recollection, find)"; Emotional Response: It makes me respect Whitman because he has given so much thought to the Civil War soldiers on both sides.
Rhetorical Device: parenthetical statement: "—and especially the one-third or one-fourth of their number, stricken by wounds or disease at some time in the course of the contest—"; Emotional Response: It highlights Whitman's concerns for the casualties of war by giving statistical data.
Rhetorical Device: catalog: "in the two or three millions of American young and middle-aged men, North and South, embodied in those armies"; Emotional Response: The war was so sweeping and encompassed men from all walks of life. It makes me realize it must have affected everyone.
Rhetorical Device: parenthetical statement: "(As so much of a race depends on how it faces death, and how it stands personal anguish and sickness. As, in the glints of emotions under emergencies, and the indirect traits and asides in Plutarch, we get far profounder clues to the antique world than all its more formal history.)"
Rhetorical Device: parenthetical statement: "(not the official surface courteousness of the generals, not the few great battles)";
Emotional Response: I like the way Whitman acknowledges that there is more to what went on in the war than the "official" or politically correct story.
Rhetorical Device: parenthetical statement: "(See, in the preceding pages, the incident at Upperville—the seventeen killed as in the description, were left there on the ground. After they dropped dead, no one touched

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them—all were made sure of, however. The carcasses were left for the citizens to bury or not, as they chose.)" Emotional Response: Hearing how the bodies, called carcasses, were left on the ground shows how war dehumanizes the soldiers. It evokes gruesome imagery.
Rhetorical Device: parenthetical statement: "its practicality, minutiae of deeds and passions, will never be even suggested. The actual soldier of 1862–1865, North and South, with all his ways, his incredible dauntlessness, habits, practices, tastes, language, his fierce friendship, his appetite, rankness, his superb strength and animality, lawless gait, and a hundred unnamed lights and shades of camp, I say, will never be written—"; Emotional Response: It reinforces what Whitman thinks matters.
Rhetorical Device: catalog: "Its interior history will not only never be written—its practicality, minutiae of deeds and passions, will never be even suggested." Emotional Response: It makes me realize what the real history is, and I yearn to learn about it.
Rhetorical Device: catalog: "The actual soldier of 1862–1865, North and South, with all his ways, his incredible dauntlessness, habits, practices, tastes, language, his fierce friendship, his appetite, rankness, his superb strength and animality, lawless gait, and a hundred unnamed lights and shades of camp"; Emotional Response: It hits me where it counts. It highlights everything a soldier is by listing his most basic functions and characteristics.
Rhetorical Device: catalog: "Of that many-threaded drama, with its sudden and strange surprises, its confounding of prophecies, its moments of despair, the dread of foreign interference, the interminable campaigns, the bloody battles, the mighty and cumbrous and green armies, the drafts and bounties—the immense money expenditure, like a heavy-pouring constant rain—with, over the whole land, the last three years of the struggle, an unending, universal mourning wail of women, parents, orphans—the marrow of the tragedy concentrated in those Army Hospitals—(it seemed sometimes as if the whole interest of the land, North and South, was one vast central hospital, and all the rest of the affair but flanges)"; Emotional Response: I feel the horror and drama he details. I feel overwhelmed by how immense it seems to be.
Rhetorical Device: parenthetical statement: "the immense money expenditure, like a heavy-pouring constant rain—with, over the whole land, the last three years of the struggle, an unending, universal mourning wail of women, parents, orphans—"; Emotional Response: The extra details help me to understand the significance of the preceding text. I'm floored by the outpouring of money and grief.
Rhetorical Device: parenthetical statement: "(it seemed sometimes as if the whole interest of the land, North and South, was one vast central hospital, and all the rest of the affair but flanges)"; Emotional Response: It made me realize the enormity of war. It affects everyone, not just the soldiers.
Rhetorical Device: parenthetical statement: "—those forming the untold and unwritten history of the war—"; Emotional Response: I want to know more about the untold stories.
Rhetorical Device: parenthetical statement: "—how much, civic and military, has already been—"; Emotional Response: It makes me sad at how destructive war is.
After You Read: Reflecting on the rhetorical devices helped me note details that I might otherwise have overlooked. It helped me focus on specific phrases and contemplate my reaction to the words, which enhanced my overall comprehension and reaction to the poem.

Vocabulary Development

Activity 1: Semantic Mapping

Students' responses will vary. A sample response follows:
infernal—meaning: as if coming from hell, detestable; synonym: despicable; examples: devilish criminal, evil wind
sentence: These infernal troubles are causing me grief.
latent—meaning: present but hidden or not active; synonyms: dormant, quiescent; examples: hidden talents, unacknowledged problems
sentence: It was the latent problems that caused the most difficulty, not the problems that were apparent when he first started trouble-shooting.
conveyed—meaning: communicated, made known; synonyms: expressed, relayed; examples: sent a message, expressed regrets
sentence: He conveyed the extent of the difficulties in his report.

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interminable—meaning: never stopping; synonym: endless; examples: major traffic congestion, long line at cash register sentence: The service outages seemed to be interminable.

Activity 2: Exploring Deeper Meanings

1. A
2. B
3. A
4. A
5. B

Activity 3: Changing Contexts

6. interminable
7. conveyed
8. infernal
9. latent
10. expenditure

Selection Test
Comprehension

1. D
2. A
3. A
4. C
5. A

Vocabulary Development

6. F
7. T
8. T.
9. F
10. T

Informational Text Focus

11. B
12. A
13. D

Fifteen Minute Timed Writing

14. Students' responses will vary. A sample response follows: I find it puzzling that Whitman says that the real story of the war should not be written. It seems that this section of the journal is an anguished argument for telling the real story of the war. Whitman details those factors that were the real story, or the essence of the war: the rank and file soldiers who were injured and died; the "seething hell and the black infernal background of countless minor scenes and interiors"; the minutiae of deeds and passions; the actual soldiers who fought (and what made each one uniquely alive); the hospital dramas. I am unsure why Whitman says that it is best that future generations do not know the real war. Perhaps it is because of the grimness of the war, what he calls "the seething hell." It may be that Whitman wants to spare the terrible details from future generations because they are so terrible and if they know them, their own lives will be darkened. I disagree with Whitman. I think knowing the horrors of war—the real story—is important so that people are not hasty to get involved in war in the future.

WHEN I HEARD THE LEARN'D ASTRONOMER
A NOISELESS PATIENT SPIDER
WALT WHITMAN

Selection Reading Focus

Students' responses will vary. A sample response follows:
Images from Stanza 1: Line 3: "Mark'd how to explore" and "vacant vast surrounding"; Images from Stanza 2: Line 8: "musing, venturing, throwing, seeking" and "spheres to connect them"; Analogy: Both the spider and the poet's soul are trying to determine how they can cast out a part of themselves and make a connection in the space that surrounds them, such as friendship with another person or connection with the creator.
Images from Stanza 1: Lines 4–5: "It launch'd forth filament," "out of itself," "ever unreeling," "tirelessly speeding"; Images from Stanza 2: Lines 9–19: "bridge you will need be form'd," "ductile anchor hold," "gossamer thread you fling catch somewhere"; Analogy: The spider produces filament from within itself and launches it forward, hoping to catch and create a web. The poet's gossamer thread is made of his words that he flings out into the world and hopes connect with a reader.

Selection Test
Comprehension

1. B
2. C
3. A
4. D
5. A
6. D
7. C
8. A

Literary Focus

9. B
10. D
11. C
12. A

Reading Focus

13. B
14. B

Fifteen Minute Timed Writing

15. Students' responses will vary. A sample response follows: In "When I Heard the Learn'd Astronomer," Whitman describes the not learning anything worthwhile when listening to a lecture by an esteemed

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astronomer. All the proofs, figures, and charts meant nothing to him. Instead, he gazed in the stars in "perfect silence." I believe that Whitman is saying that in order to appreciate the wondrousness of nature, one must experience it instead of reading about it. A common theme running through many of Whitman's poems is the enjoyment of nature, and in this poem, he shows how the best way to do that is to be a part of it and not try to learn about it through detached experiences, such as lectures or charts.

PLENOS PODERES
PABLO NERUDA
FULL POWERS
PABLO NERUDA, TRANSLATED BY BEN BELITT AND ALASTAIR REID

Selection Reading Focus
Students' responses will vary. A sample response follows:
Lines from Neruda: "Sometimes I puzzle over origins / was it from my father, my mother, or the mountains / that I inherited debts to minerality,"; Lines from Whitman: "Born here of parents born here from parents the same, and their parents the same" ("I celebrate myself, and sing myself"); How the lines are similar: They both discuss parental inheritance.
Lines from Neruda: So, from one sun to the next, I forge the keys. / In the darkness, I look for the locks"; Lines from Whitman: "Carelessly musing, venturing, throwing, seeking the spheres to connect them," ("A Noiseless Patient Spider"); How the lines are similar: Both discuss the theme of connection, or the quest for connectivity.
Lines from Neruda: "the fine threads spreading from a sea on fire?"; Lines from Whitman: "It launch'd forth filament, filament, filament out of itself" ("A Noiseless Patient Spider"); How the lines are similar: They evoke similar imagery—that of a thread or filament spreading out.
Lines from Neruda: "There is no way of explaining what does happen / when I close my eyes and waver / as between two lost channels under water."; Lines from Whitman: "Till rising and gliding I wander'd off by myself, / In the mystical moist night air" (When I Heard the Learn'd Astronomer"); How the lines are similar: Both poets describe a person getting lost in thought while surrounded by nature. In Neruda's poem, water; in Whitman's, air.
Lines from Neruda: "so what there is in death surrounding me / opens in me a window out to living,"; Lines from Whitman: "They are alive and well somewhere, / The smallest sprout shows there is really no death, / And if ever there was it led forward life, and does not wait at the end to arrest it, And ceas'd the moment life appear'd." ("A child said *What is the grass?*"); How the lines are similar: Both poets suggest that life springs from death.
Lines from Neruda: "and, in the spasm of being, I go on sleeping. / In the full light of day, I walk in the shade."; Lines from Whitman: "All goes onward and outward, nothing collapses." ("A child said *What is the grass?*"); How the lines are similar: Both describe how people carry on despite their mortality.
Lines from Neruda: "The black crop of the night is growing"; Lines from Whitman: "It coaxes me to the vapor and the dusk." ("The spotted hawk swoops by"); How the lines are similar: Both describe dusk turning into night.
Lines from Neruda: "I gather shadows to last me a long time."; Lines from Whitman: "Surrounded, detached, in measureless oceans of space," ("A Noiseless Patient Spider"); How the lines are similar: They both describe the speaker of the poem surrounding himself with something that isolates him from the world—either shadows or oceans of space.
Lines from Neruda: "And so I am made up of a non-being,"; Lines from Whitman: "I depart as air" ("The spotted hawk swoops by"); How the lines are similar: They personify death.
Lines from Neruda: "And I know that I keep on going for the going's sake, / and I sing because I sing and because I sing."; Lines from Whitman: "I hear America singing" ("I hear America singing"); How the lines are similar: Both describe people going about their everyday activities as they sing, which is the sign of life vibrating through them.
After You Read: Both Neruda and Whitman use images of nature, life, death, and people singing in their poetry. Many of their metaphors are similar, such as metaphors to represent death, connection, and love of life.

Vocabulary Development
Activity 1: Semantic Mapping
Students' responses will vary. A sample response follows:

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teeming—meaning: full of, alive with; synonym: swarming; examples: subway at rush hour, overfull aquarium
sentence: The shores of the lake were teeming with mosquitoes.
forge—meaning: heat and shape metal; synonym: form [metal]; examples: turn steel into auto parts, hammer a horseshoe
sentence: The sculptor prepared to forge his materials.
waver—meaning: move back and forth, flutter; synonym: hesitate; examples: uncertain shopper, indecisive voter
sentence: Did he waver when he was speaking to you?
spasm—meaning: sudden brief experience of intense energy or activity; examples: second wind, outburst; synonym: burst
sentence: I had a spasm of energy before breakfast.

Activity 2: Exploring Deeper Meanings

1. B
2. A
3. B
4. B
5. A

Activity 3: Changing Contexts

6. aspect
7. teeming
8. waver
9. forge
10. spasm

Selection Test

Comprehension

1. C
2. C
3. B
4. D
5. B
6. D
7. C
8. C

Vocabulary Development

9. E
10. C
11. A
12. B
13. D

Literary Focus

14. A
15. A
16. C

Reading Focus

17. A
18. B
19. C

Constructed Response

20. Students' responses will vary. A sample response follows: The poetry of Whitman and Neruda qualify as classics of world literature because they express themes that transcend time and culture. In their works, both poets explore the enduring themes of life and death, nature and art. In addition, both poets embrace individuality and creative self-expression, as shown through their use of song as metaphor. As Neruda proclaims: "I sing because I sing and because I sing." Finally, Whitman and Neruda both explore the poet's ability to express eternal truths through their art. In Whitman this truth is expressed as an internalization of the external world—Whitman becomes what he sees. Neruda, however, seems to project his own internal processes on the physical world—the action of the waves becomes his own internal struggle. Thus, each poet expresses one of the two classic psychological relationships of the individual and the external world.

THE SOUL SELECTS HER OWN SOCIETY
THIS IS MY LETTER TO THE WORLD
EMILY DICKINSON

Selection Reading Focus

Students' responses will vary. A sample response follows:
The Soul selects her own Society:
Stanza/line: 1/2&4: Rhyming words: Door/more; Slant or exact rhyme? exact Rhymes' effects: Reinforces the finality of the door being shut.
Stanza/line: 2/1&3: Rhyming words: pausing/kneeling; Slant or exact rhyme? slant Rhymes' effects: The words draw emphasis to the actions taken.
Stanza/line: 2/2&4: Rhyming words: Gate/Mat; Slant or exact rhyme? slant Rhymes' effects: The rhyme connects the two locations.
Stanza/line: 3/1&3: Rhyming words: nation/attention; Slant or exact rhyme? slant Rhymes' effects: The words are connected.
Stanza/line: 3/2&4: Rhyming words: One/Stone; Slant or exact rhyme? slant Rhymes' effects: It connects the two words and makes the reader question how their meaning is intertwined.
This is my letter to the World:
Stanza/line: 1/1&3: Rhyming words: World/told; Slant or exact rhyme? slant

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Rhymes' effects: It subliminally suggests the World was not told something.
Stanza/line: 1/2&4: Rhyming words: Me/majesty; Slant or exact rhyme? exact
Rhymes' effects: It emphasizes the contrast between the speaker and Nature's tender Majesty.
Stanza/line: 2/2&4: Rhyming words: see/me; Slant or exact rhyme? exact
Rhymes' effects: It draws the two lines together.

Selection Test

Comprehension

1. C
2. A
3. D
4. B
5. C
6. C
7. B
8. B
9. A
10. C

Literary Focus

11. B
12. B
13. C
14. D

Reading Focus

15. D
16. D

Fifteen Minute Timed Writing

17. Students' responses will vary. A sample response follows: Dickinson's use of slant rhyme creates a unique sound to her poems. They have a rhythm unlike poems that use exact rhyme. Hip-hop shares this characteristic. Both Dickinson's poems and hip-hop lyrics sound good when said aloud. Instead of having a perfect rhythm, the lines seem to flow, pause, and start up again based on the rhyme structure. Both Dickinson's poems and hip-hop music use slant rhyme as word play. This allows the use of words that don't really rhyme, which means multi-syllable words and unusual words can be used. Because the words don't rhyme exactly, certain words seem to jump out, or draw attention. For example, in "The Soul selects her own Society," the word *Majority* caught my attention. It sounded similar to an earlier word, but slightly different. That made it stand out and caused me to wonder what Dickinson meant by the word.

TELL ALL THE TRUTH BUT TELL IT SLANT
SUCCESS IS COUNTED SWEETEST
EMILY DICKINSON

Selection Reading Focus

Success is counted sweetest

Students' responses will vary. A sample response follows:
Line or Lines: "To comprehend a nectar / Requires sorest need." Annotations: Could Dickinson mean that only someone who desperately needs sweetness can understand what sweetness really is? Techniques That Create Rhythm: The use of alliteration (*n* in nectar and need) and assonance (*e* in comprehend and nectar; requires and need) creates a pattern.
Line or Lines: "Not one of all the purple Host / Who took the Flag today"; Annotations: Does this have something to do with a battle during war? Techniques That Create Rhythm: Assonance (who/today) ties the words in the second line together. Both lines have a short, terse sound.
Line or Lines: "Can tell the definition / So clear of Victory"; Annotations: Does this mean that the purple Host doesn't really understand what Victory is? Techniques That Create Rhythm: The first three words of each line have only one syllable. The last in both lines is multi-syllabic.
Line or Lines: "As he defeated—dying—" Annotations: Does this mean that someone from the army was defeated by the purple Host? Techniques That Create Rhythm: Alliteration
Line or Lines: "On whose forbidden ear / The distant strains of triumph / Burst agonized and clear!" Annotations: Is she saying that this defeated person, who isn't supposed to hear the celebration by the victors, is the one who really understands what triumph is or means, since he hasn't experienced it? That ties to the first lines of the poem, that someone who hasn't succeeded is the one who best understands the sweetness of succeeding. Techniques That Create Rhythm: exact rhyme of ear and clear
After You Read: It seems as if the poem is saying that people who haven't succeeded are the people who see success as the sweetest thing. Perhaps successful people don't appreciate their accomplishments as much as people who haven't been successful and thus

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think that they could be happy if only they had success. The rhythm draws attention to certain words and makes the tone of the poem somber and jubilant at the same time.

Selection Test

Comprehension

1. B
2. A
3. D
4. B
5. D
6. C
7. A
8. B
9. D
10. D

Literary Focus

11. C
12. B
13. B
14. A

Reading Focus

15. C
16. D

Constructed Response

17. Students' responses will vary. A sample response follows: "Success is counted sweetest" makes me feel sad because I feel sorry for the defeated person who is dying and has to listen to the celebration by the people who succeeded. In the poem, Dickinson describes how people who have failed place greater meaning on success than do those who have been successful. A person wants something a great deal more when he doesn't have it. Someone who has it doesn't value it as much. To illustrate her point she explains how the ability to comprehend sweetness requires needing the sweetness. She is using a nectar as a metaphor for the sweetest things in life.

BECAUSE I COULD NOT STOP FOR DEATH
MUCH MADNESS IS DIVINEST SENSE
I HEARD A FLY BUZZ—WHEN I DIED
MY LIFE CLOSED TWICE BEFORE ITS CLOSE

EMILY DICKINSON

Selection Reading Focus

Because I could not stop for Death

Students' responses will vary. A sample response follows: Stanza: 2; Summary of the stanza: Death drove the carriage unhurriedly and the passenger takes on an unhurried pace. When the events take place: at the end of the speaker's life, once she or he knows the end is near; Irony: The speaker states that she/he put away her labor and leisure in response to Death's civility, when Death typically is not characterized as being civil. It makes it seem as if death is saving a person from the "brutality" of life.

Stanza: 3; Summary of the stanza: The passenger observes the following on the ride: schoolchildren playing; growing grain; and setting sun. When the events take place: at the end of the speaker's life, as she nears death; Irony: The passenger remarks on what is seen from the carriage as if the sites are commonplace and have no significance. But in reality, the objects contrast life, and going about life heedlessly, with imminent death.

Stanza: 4; Summary of the stanza: The passenger notes that the sun has set and it has gotten cooler. Her clothes aren't warm enough for the cooler temperature. When the events take place: near the end of the speaker's life, as death comes even closer—probably last minutes of her life; Irony: The speaker makes it seem as if the carriage is racing the Sun, when the race is actually almost over.

Stanza: 5; Summary of the stanza: The carriage pauses before a house. When the events take place: Final moments of speaker's life; Irony: The words seem to minimize the house when in reality they are describing the speaker's last dwelling place—her grave.

Stanza: 6; Summary of the stanza: The speaker remarks that the time that has passed seems shorter than the day. When the events take place: after the speaker's death; Irony: The speaker describes eternity as seeming to pass quickly, when usual conceptions are that it is unending and time goes slowly.

After You Read: At first, it seems like the poem is describing Dickinson's final passage, her movement toward death, but when I examined the poem for irony, I discovered added layers of meaning. The words and phrases have hidden meanings, and it seems like Dickinson is reversing the usual connotations for life and death: She seems to be welcoming death and abhorring life as something that took too much time to pass.

Selection Reading Focus

Much Madness is divinest Sense

Students' responses will vary. A sample response follows: Puzzling Lines: "Much Sense—the starkest Madness / 'Tis the Majority"; Paraphrase: The people who seem

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the sanest are the most insane, and they are the majority of the people.
Explanation of Paradox: To be a part of the masses—the majority—is the most insane thing a person can do.
Puzzling Lines: "In this, as All, prevail— / Assent—and you are sane— "; Paraphrase: Going with the flow assures one of being considered normal. Explanation of Paradox: By conforming and going with the flow, people sacrifice that which is most essential to their existence, which is the true definition of madness.
Puzzling Lines: "Demur—you're straightway dangerous / And handled with a Chain"; Paraphrase: If you do not follow the conventional way of doing things—the way society expects you to, you are at risk of being locked up. Explanation of Paradox: People who dare to be different are in danger of losing their personal freedom, but people who conform have willingly assented to have their mental and spiritual freedom curtailed.
After You Read: Dickinson uses paradox to make the reader look at things from a different perspective, or not the way one would expect. It's as if she unravels pieces and lets the reader discover some core nugget of wisdom about life. By letting the reader discover this rather than stating it explicitly, it's much more rewarding when the reader does finally get it. Plus readers can personalize the message to fit their own interpretation as Dickinson seems to have layers upon layers of meaning in her poems that gradually become clear upon each reading.

Selection Reading Focus
I heard a Fly buzz—when I died
My life closed twice before its close

Students' responses will vary. A sample response follows:
Poem: "I heard a Fly Buzz—when I died"
Words: Heaves of Storm
Mood: Expectation
Poem: "I heard a Fly Buzz—when I died"
Words: Eyes . . . dry / Breaths . . . firm
Mood: Grief becoming resignation
Poem: "I heard a Fly Buzz—when I died"
Words: Blue / uncertain / stumbling / Buzz
Mood: Incongruity
Poem: "My life closed twice before its close"
Words: closed twice / its close
Mood: Solemn
Poem: "My life closed twice before its close"
Words: Immortality / unveil
Mood: Pensive
Poem: "My life closed twice before its close"
Words: Parting is all we know of heaven, / And all we need of hell.
Mood: Despair

Vocabulary Development
Because I could not stop for Death
Activity 1: Semantic Mapping

Students' responses will vary. A sample response follows:
civility—meaning: courteous or polite behavior; synonyms: politeness, consideration; examples: gracious host, kind stranger
sentence: She treated her foe with civility although she was seething inside.
surmised—meaning: guessed or inferred with little supporting evidence; synonyms: speculated, conjectured, supposed; examples: predicted outcome of game, speculated about criminal's motivation
sentence: After reviewing the books, the accountant surmised that someone had been stealing from the company.

Activity 2: Exploring Deeper Meanings

1. A
2. B
3. B

Activity 3: Changing Contexts

4. immortality
5. immortality
6. surmised
7. immortality
8. civility

Vocabulary Development
Much Madness is divinest Sense
Activity 1: Semantic Mapping

Students' responses will vary. A sample response follows:
assent—agree or express approval; synonyms: acquiesce, consent; examples: agree to plans, vote in favor
sentence: Joe's father gave his assent to Joe's going on the camping trip.
demur—object or express disagreement; synonyms: protest, disagree; examples: refuse to go along, vote against proposal
sentence: Maria would not demur or change her opinion.

Activity 2: Exploring Deeper Meanings

1. A
2. A
3. B

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Activity 3: Changing Contexts

4. assent
5. discerning
6. demur
7. assent
8. assent
9. discerning

Selection Test

1. C
2. A
3. B
4. C
5. D

Vocabulary Development

6. T
7. F
8. T
9. T
10. F

Vocabulary Skill

11. E
12. D
13. B
14. C
15. A

Literary Focus

16. B
17. C
18. A
19. C

Reading Focus

20. C
21. D

Fifteen Minute Timed Writing

22. Students' responses will vary. A sample response follows: "Because I could not stop for Death": The poem is ironic because she depicts Death not as a terrifying skeleton with a scythe, but as a polite gentleman. The speaker in the carriage with Death takes a leisurely journey to her grave past the school, the fields, and the setting sun. This calm, peaceful tone makes death seem comforting rather than frightening. Moreover, the horses merely pause, and the speaker, it must be noted, still speaks—"Centuries" since the events of the poem, evidently safe and secure in "Eternity."

"I SING . . . BECAUSE I AM AFRAID"
EMILY DICKINSON

Informational Text Focus

Students' responses will vary. A sample response follows:
Excerpts/Details: "Your kindness claimed earlier gratitude, but I was ill,"; What You Learn About Dickinson: She is late in giving thanks, but appears to have good manners. She is not hesitant to share some personal information as she openly informs Higginson that she has been sick.
Excerpts/Details: "Thank you for the surgery; it was not so painful as I supposed."; What You Learn About Dickinson: She appreciates feedback even if it is negative or critical, yet she is sensitive and worries that Higginson's reaction will be hard for her to take.
Excerpts/Details: "I bring you others, as you ask"; What You Learn About Dickinson: She is very eager to get feedback on her poetry. She is not shy or reticent about sharing her poetry with Higginson.
Excerpts/Details: "You ask how old I was?"; What You Learn About Dickinson: She never answers Higginson's question about her age. She seems to be avoiding the question.
Excerpts/Details: "I made no verse, but one or two, until this winter, sir."; What You Learn About Dickinson: If she is telling the truth, then she is a novice writer and is eager to get feedback on her poetry. If she is not telling the truth, she wants to make it appear as if she is inexperienced, perhaps to cover up any weaknesses in her poetry that Higginson may note.
Excerpts/Details: "I had a terror since September, I could tell to none"; What You Learn About Dickinson: She experienced something significant and mentions it to Higginson without telling him what it actually was. She says she could not tell it to anyone, which could mean that she did not tell anyone the source of the terror or that she even had one. If the latter, it seems like she is suggesting something intimate to Higginson, perhaps to draw him closer to him. But as she doesn't explain herself, it seems like she is tantalizing him or making him curious without giving adequate details, and I wonder what her intentions were.
Excerpts/Details: "Because I am afraid"; What You Learn About Dickinson: She shares the tiniest bit of information about herself but doesn't really open up. I wonder if it was because she was afraid to share more or if this was an attempt to draw Higginson to her and make him interested in her.
Excerpts/Details: "I went to school, but in your manner of the phrase I had no education."; What You Learn About Dickinson: I wonder what the phrase was that Higginson used that she refers to. It seems as

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if she is demeaning herself or the education she received.
Excerpts/Details: "When I was a little girl, I had a friend who taught me Immortality; but venturing too near, himself, he never returned."; What You Learn About Dickinson: She was close to someone when she was young that made a big impression on her, but he died, which also affected her. I wonder what he taught her about Immortality.
Excerpts/Details: "but he was not contented I be his scholar, so he left the land."; What You Learn About Dickinson: She does not match well with people or they do not match with her. I wonder which it was with the tutor that left.
Excerpts/Details: "I have a brother and sister"; What You Learn About Dickinson: Although she has two siblings, she does not share any information about them. Is this because she is not close to them or that she is so wrapped up in her own world that she does not even notice them?
Excerpts/Details: "My mother does not care for thought"; What You Learn About Dickinson: She is not close to her mother; her mother probably disapproves of her actions and interests.
Excerpts/Details: "father, too busy with his briefs to notice what I do"; What You Learn About Dickinson: Her father was a busy lawyer who did not pay much attention to his daughter.
Excerpts/Details: "He buys me books, but begs me not to read them"; What You Learn About Dickinson: Her father does show some attention to Dickinson. I wonder if he actually begs her not to read them or if this is a reference to something else that she has construed about his attitudes toward her desire to learn.
Excerpts/Details: "They are religious, except me"; What You Learn About Dickinson: She did not share the religious beliefs of her family and this may have made her feel different.
Excerpts/Details: "Could you tell me how to grow, or is it unconveyed, like melody or witchcraft?"; What You Learn About Dickinson: She has a deep desire to learn how to improve her poetry.
Excerpts/Details: "I never read his book, but was told that it was disgraceful"; What You Learn About Dickinson: She does hear things going on in the world. It is hard to tell whether she accepts the public opinion of Whitman, but she hasn't read his poetry.

After You Read: Dickinson's life experiences seem to be limited. She has not read widely; she claims to have only a few books. Yet, she appears to be highly inquisitive and knowledgeable. She has heard of Whitman, a popular poet, but she does not say how or where she heard of him. I wondered if a relative, friend, or neighbor mentioned him to her or if she read about him in the newspaper. From her letter, it is not apparent how she learns of current events. She says that she heard Whitman's book was disgraceful, but she does not elaborate on what she means by "disgraceful," so from this letter I cannot identify her beliefs. I was surprised by her comment because I did not expect her to be so easily influenced by gossip or public opinion, which it appears she is here. She does not seem to be inquisitive about this topic, which makes me think that she is rather self-absorbed and only interested in a narrow range of topics. She appears to have a pleasant personality, but one that is perhaps coy. It seems she is playing with Higginson in this letter and not really answering all of his questions forthrightly. She says thing, such as that she was sick, but does not explain them fully. It is as if she is saying things to pique his interest but not satisfy it. This may be her attempt to get him to be interested in her and write back.

Selection Test

Comprehension

1. D
2. B
3. A
4. D
5. C
6. A
7. A

Informational Text Focus

8. B
9. D
10. A

Constructed Response

11. Students' responses will vary. A sample response follows: Dickinson's letters made her come alive for me. I learned that she struggled with writing and wondered if her writing was any good. I also discovered that she was motivated to learn and to write. She had such a strong passion for "growing" as a poet, as she put it, that I think everything else in her life paled next to this desire. This makes me realize that she is trying to say something very important to her in her poems—that

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they are not light verses about little things she noticed in her day and decided to write about, but that they reflect deep thoughts, even if she does use ordinary things, like a fly, to describe her ideas. If I could ask Dickinson two questions, I would ask her what she meant when said the Hills know but do not tell. Does she feel that the Hills know what life means, but do not tell? Or does she mean, the Hills know who she is but do not tell? And do the Hills tell her anything, or is her communion with them one-sided? My other question would be, What did she learn about Immortality and how did her friend teach her about this? I wonder what her religious beliefs about eternity were and also if Dickinson believed she would live through her words.

EMILY DICKINSON
LUCHA CORPI

Selection Test
Comprehension

1. D
2. C
3. A
4. D
5. B
6. B
7. B
8. D
9. D
10. B
11. A
12. A
13. A

Literary Focus

14. A
15. C
16. B

Constructed Response

17. Students' responses will vary. A sample response follows: Corpi creates an extended metaphor of ideas on the edge of being formed through the words *unborn, unsayable, unsown*, and *unharvested.* All these words reflect something that is waiting to be created, such as words that are unborn but that are just taking shape in someone's mind, or an artist who is thinking of a creation he or she wants to make. She uses the words "migrant workers in search of floating gardens as yet unsown, as yet unharvested," but the workers are a metaphor for any type of creator, for example, an architect or a sculptor, and the unsown gardens are the creations they have yet to create, such as designing a house or making a sculpture. I think the negative words are especially appropriate for this poem. They helped me understand what did not exist (what was "unborn"), and that helped me understand what the poem meant and what its theme, or message, was.

Collection 8 Summative Test
Comprehension

1. C
2. D
3. C
4. D
5. D

Vocabulary Development

6. conveyed
7. surmised
8. infernal
9. waver
10. civility

Topic: natural world

Vocabulary Skill

11. suspicious
12. courageous
13. insincerity
14. genuineness
15. glibness

Literary Focus

16. C
17. A
18. D
19. C

Reading Focus

20. C
21. C

Constructed Response

22. Students' responses will vary. A sample response follows: Walt Whitman and Emily Dickinson were quite different. Whitman wrote in a wordy, rambling style. Dickinson wrote short, terse lyrics. Both poets used nature as a source of inspiration and subject in their poems, but the themes of their poems are dissimilar. Whitman rejoices in life and celebrates it in his poetry. Dickinson seems to welcome death, as if it is preferable to life. Both poets make astute observations about the human condition, but Dickinson seems to dwell more on high-end philosophical issues such as immortality, whereas Whitman focuses on more concrete, practical matters such as the diversity of people.

I like Dickinson's poems more than Whitman's in many ways. Although I do not understand many of them, they make

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me think. Sometimes I sense that I know exactly what Dickinson is talking about, and I feel like I have discovered something new about life or myself. Because of these insights and revelations, I enjoy Dickinson's poetry.

UNIT 3 VOCABULARY REVIEW

Academic and Literary Vocabulary

1. criteria
2. fundamental
3. advocate
4. principle
5. subsequent
6. J
7. H
8. I
9. A
10. G
11. F
12. D
13. B
14. E
15. C

Selection Vocabulary

Across

16. comply
20. subjected
21. interpose
22. malign
23. perilous

Down

16. civility
17. blithe
18. ardently
19. melodious

Vocabulary Skills: Suffixes that Form Nouns

Students' responses may vary. A sample response follows:

24. *-ity*; creativity; originality
25. *-ment*; reinforcement; something that provides support
26. *-ness*; deceitfulness; dishonesty
27. *-ance*; acceptance; approval
28. *-ancy*; ascendancy; rise in stature
29. *-ency*; complacency; smugness
30. *-tion*; agitation, turmoil
31. *-ence*; correspondence; communication
32. *-sion*; extension; add-on

Vocabulary Skills: Context Clues

33. C
34. B
35. A
36. D

UNIT 3 SUMMATIVE TEST

Vocabulary Skills

1. C
2. A
3. D
4. D
5. C

Comprehension

6. C
7. A
8. D
9. D
10. B

Reading Skills and Strategies: Constructed Response

Summarizing a Text

11. Students' responses will vary. The only supportable answers are B and D. A sample response follows:
B—"Signor" could refer to any superior figure or deity. "Obedience" may refer to the speaker's obedience to a higher being thereby indicating the speaker's desire to become closer to God.

Visualizing a Text

12. Students' responses will vary. A sample response follows: When I visualize the poem "Aboard at a Ship's Helm," I see a man in his late teens or early twenties. He has the trim build of a sailor used to hard work. His expression is earnest, eager, serious, and attentive. He is paying attention to his duties and not allowing himself to be distracted by anything. He is aboard a stately ship and at its helm. He is alone at the steering wheel and surrounded by heavy fog and roiling sea. In the distance is a rocky shore and an ocean bell. The steersman carefully steers the ship away from the shore and back out to sea, moving carefully and slowly.

Comparing Themes Across Texts

13. Students' responses will vary. A sample response follows: Both "Aboard at a Ship's Helm" and "The Moon is distant from the Sea" deal with finding one's direction in life, but while Whitman envisions this direction as coming from within an individual, Dickinson sees it as coming from an outside source. Whitman talks about the "ship aboard the ship" and "Ship of the body . . . soul"—both of which imply that direction comes from within. Dickinson writes of a "Signor" who gives direction. This "Signor" is a source outside of the body or distant from it, just as the moon is distant from the sea. Dickinson's speaker makes the point that

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this outside source of power can be exacting even though it is wielded from a distance.

Literary Focus: Constructed Response

14. Students' responses will vary. A sample response follows:
    1. Element—imagery; Example—"the freighted ship tacking speeds away under her gray sails"
    2. Element—alliteration; Example—"O you give good notice indeed, you bell by the sea-reefs ringing"
    3. Element—figure of speech, metaphor; Example: "Ship of the body"

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Elements of
LITERATURE
Fifth Course

Unit 3 Resources

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- Literary Focus and Reading Focus Skill Builders
- Vocabulary Skill Builders
- Graphic Organizers
- Diagnostic and Summative Tests
- Selection Tests
- Answer Key

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